

## **Colorado's Competencies for Early Childhood Educators and Administrators**

**NOTE: THIS VERSION OF THE COMPETENCIES SELF-ASSESSMENT DOES NOT TRANSFER INTO YOUR PDIS PROFILE. THIS DOCUMENT IS FOR TRAINING AND REFERENCE PURPOSES ONLY. TO ACCESS THE COMPETENCIES SELF-ASSESSMENT IN THE PDIS, GO TO 'MY LEARNING PATH & PD PLANNING' AND CLICK ON THE 'MY PROFESSIONAL DEVELOPMENT PLAN' TILE.**

For a moment, picture a favorite child, or children from birth to age 8. This could be children you are teaching and caring for each day, your own child or grandchild. Think about the knowledge, skills, traits you want each and every adult to possess to support each child's growth and development. Kindness and caring come quickly to mind. What else? Do you want them to know and understand how children learn, that children come as part of families, and that families come in all shapes and sizes? Do you want these teachers to ensure children are ready for each transition stage: infants/toddlers moving to preschool, preschoolers having the skills for kindergarten and kindergarten, first and second grade teachers with knowledge and skills to support 5 to 8 year olds?

Colorado's Competencies for Early Childhood Educators and Administrators identify what professionals need to know and be able to do in order to facilitate child learning and development for children from birth to age eight.

### **Structure of the Competencies**

There are eight domains areas. Competencies related to social/emotional development, cultural competence and children with special needs are included in all domain areas. Each domain area includes a rationale statement and self-assessment questions. The domains intersect and support one another.



### **Completing Your Self-Assessment**

Your self-assessment is a very important step to success with the PDIS. The system will use your responses to provide recommendations of professional development (trainings, college courses, coaching, etc.) based on goals you establish. It's important to allow yourself time to reflect and think about your responses. Most of us in Early Childhood will find that our knowledge and skills fall in a variety of levels within the framework.

Here are a few ideas for completing the self-assessment:

- Start with the domain you feel you have the most knowledge and skill.
- Work with a peer and complete the self-assessment together.
- Give yourself time to reflect and consider your responses.
- Pace yourself. We estimate most domains will take approximately 10 - 20 minutes with the exception of Teaching Practices.

Most of all, enjoy the opportunity to think about **what you know and are able to do** – and where you’d like to go in your career in early childhood. The more thought and effort you put in to your Competencies Self-Assessment, the more accurate and meaningful your Individual Professional Development Plan will be!

## CORE COMPETENCY DOMAIN: Child Growth, Development, and Learning

**Rationale:** Understanding a child’s growth, development and learning is important in order to provide experiences that support a child to move through predictable steps and sequences of development. To plan learning experiences that help a child practice a skill or begin to learn a new one, it is important to know how development occurs and progresses in all domains. Besides the predictable stages that children go through, there are many other factors that affect the way they grow and learn. It is critical that early learning educators know about these as well. Factors such as a child’s unique developmental abilities, temperament, home language and cultural background, needs, learning style, family characteristics and community influences all play a role in how a child grows, develops and learns. This deep understanding of children leads to all children being valued individually and inclusivity being respected which promotes optimal growth and development for all children.

Categories	Level 1	Level 2	Level 3	Level 4
------------	---------	---------	---------	---------

		<i>Child Growth Development, and Learning (CGDL) 1.1</i>	<i>Child Growth Development, and Learning (CGDL) 1.2</i>	<i>Child Growth Development, and Learning (CGDL) 1.3</i>	<i>Child Growth Development, and Learning (CGDL) 1.4</i>
<b>Knowledge of Developmental Domains, Changes and Milestones</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I notice the child's development and can talk about the stage a child is in by giving examples. I can give an example of the child's stage of development in each area: cognitive, physical, language, social/emotional, and creative.	<input type="radio"/> I plan and carry out activities that address each child's stage of development.  I set up the environment to meet the development of each child in the group (meeting the needs of each age or stage)	<input type="radio"/> I know the current research in child development and use it when working with children. I can explain how theory helps in understanding children.  I can explain how a child's development in the 5 domain areas is connected.  I plan and implement experiences that are integrated in more than one domain rather than experiences planned in one area only (Cognitive, Physical, Language, Social/Emotional, and Creative)	<input type="radio"/> I assist other early childhood educators in understanding how the 5 areas of growth and development are connected. I help others define strategies for using this information to meet individual children's goals.  I help others understand the milestones that are important in the group of children with whom they are working.  I help others understand how developmental theory and research support policy decisions.
		<i>Child Growth Development, and Learning (CGDL) 2.1</i>	<i>Child Growth Development, and Learning (CGDL) 2.2</i>	<i>Child Growth Development, and Learning (CGDL) 2.3</i>	<i>Child Growth Development, and Learning (CGDL) 2.4</i>
		<input type="radio"/> I can explain three major theories and theorists of child growth and development.	<input type="radio"/> I use the teachings of major theories to create appropriate goals for each child's development.	<input type="radio"/> I recommend and use strategies based on the most current research.  I can discuss how current research is the basis for making decisions and creating program policies that affect children and families.	<input type="radio"/> I support early childhood professionals through targeted professional development in planning for instruction based on current developmental research.

		<i>Child Growth Development, and Learning (CGDL) 3.1</i>	<i>Child Growth Development, and Learning (CGDL) 3.2</i>	<i>Child Growth Development, and Learning (CGDL) 3.3</i>	<i>Child Growth Development, and Learning (CGDL) 3.4</i>
		○ I can describe typical development of children and the materials that may be used to support their growth.	○ I apply current research and theory of developing children and ensure the program meets the needs of children and families by using them.	○ I determine materials to share with community partners that will help them identify children who may have delays.	○ I build and support referral systems that help meet the needs of all children and families (including those with disabilities or who are dual language learners).  I make sure referral systems are effective by sharing current research and/or evidence based resources with them.
		<i>Child Growth Development, and Learning (CGDL) 4.1</i>	<i>Child Growth Development, and Learning (CGDL) 4.2</i>	<i>Child Growth Development, and Learning (CGDL) 4.3</i>	<i>Child Growth Development, and Learning (CGDL) 4.4</i>
		○ I can describe how early experiences impact the development of the whole child based on current research.	○ I utilize knowledge of current research and best practices for early brain development in my work with young children (for example, by using continuity of care).  I use research-based best practices to foster positive brain development and emotional competency in the following areas: - environments, - interactions, - relationship-building, and - experiences.	○ I stay current on research and best practice resources including trends occurring in education and society. I make links to how these new findings impact strategies that support children’s brain development.	○ I provide and advocate for environments and experiences that promote early brain development.

		<i>Child Growth Development, and Learning (CGDL) 5.1</i>	<i>Child Growth Development, and Learning (CGDL) 5.2</i>	<i>Child Growth Development, and Learning (CGDL) 5.3</i>	<i>Child Growth Development, and Learning (CGDL) 5.4</i>
<b>Individual Needs and Differences</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I work closely with families whose children have unique needs to make the accommodations, modifications, and/or adaptations they request.  Modifications may be based on language, culture, or development.	<input type="radio"/> I provide learning experiences that affirm and respect diversity for each child with input from his/her family.	<input type="radio"/> I recommend strategies for gathering input from families about their unique practices.  I use the information to design environments that are welcoming and support the participation of all families in the program.	<input type="radio"/> I develop systems and recommend strategies based on current research and best practices.  As family and children’s needs and strengths emerge/change, I help others use strategies that respond to the changes.
		<i>Child Growth Development, and Learning (CGDL) 6.1</i>	<i>Child Growth Development, and Learning (CGDL) 6.2</i>	<i>Child Growth Development, and Learning (CGDL) 6.3</i>	<i>Child Growth Development, and Learning (CGDL) 6.4</i>
		<input type="radio"/> I can describe risk and protective factors and how they affect child development and learning.	<input type="radio"/> I can identify risk and protective factors for each child.  I refer children experiencing potentially harmful levels of stress and/or trauma to the appropriate support.	<input type="radio"/> I research guidance/support strategies for children who experience multiple stress factors.  I adopt appropriate strategies and create policies and procedures that support the use of these strategies.	<input type="radio"/> I articulate, evaluate, and provide professional development on risk and protective factors and their role in child development and learning.
		<i>Child Growth</i>	<i>Child Growth Development, and</i>	<i>Child Growth Development, and</i>	<i>Child Growth Development, and Learning</i>

		<i>Development, and Learning (CGDL) 7.1</i>	<i>Learning (CGDL) 7.2</i>	<i>Learning (CGDL) 7.3</i>	<i>(CGDL) 7.4</i>
		<input type="radio"/> I can describe each child’s individual patterns of development and what makes each child unique.  I can discuss the role of genetic, environmental, language, and cultural influences in how a child grows and develops.	<input type="radio"/> I implement classroom experiences that support each child’s strengths, needs, and multiple influences.	<input type="radio"/> I plan, implement, and monitor the program to address each child’s strengths and areas for growth.	<input type="radio"/> I build systems and programs that reflect the same factors as the individuals, families, and communities in them.
		<i>Child Growth Development, and Learning (CGDL) 8.1</i>	<i>Child Growth Development, and Learning (CGDL) 8.2</i>	<i>Child Growth Development, and Learning (CGDL) 8.3</i>	<i>Child Growth Development, and Learning (CGDL) 8.4</i>
<b>Identified Special Needs</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can describe the concept and rationale for inclusive education.  I consider the unique abilities of all children and make certain they benefit from full participation in activities and in daily routines.	<input type="radio"/> I use knowledge of the elements of inclusion to create an environment where all children are valued. This includes: <ul style="list-style-type: none"> <li>• a value for each child and;</li> <li>• individual goals/outcomes that are incorporated into daily routines, activities, and lesson planning.</li> </ul>	<input type="radio"/> I ensure that the program implements practices that create a sense of belonging and supports full participation by children with special needs. I analyze and monitor policies and procedures to be sure they address this.	<input type="radio"/> I design professional development according to current best practice research in inclusion. This includes best practices on: <ul style="list-style-type: none"> <li>• promoting full participation of all children, and</li> <li>• developing a series of community and belonging for children with delays, disabilities and disorders.</li> </ul>
		<i>Child Growth Development, and Learning (CGDL) 9.1</i>	<i>Child Growth Development, and Learning (CGDL) 9.2</i>	<i>Child Growth Development, and Learning (CGDL) 9.3</i>	<i>Child Growth Development, and Learning (CGDL) 9.4</i>

		<i>Learning (CGDL) 9.1</i>			
		○ I can describe the legal requirements for children with special needs including the Individuals with Disabilities Act (IDEA) and Section 504 (ADA).	○ I plan for accommodations and adaptations to ensure children are included and have full access in the environment and to all experiences.	○ I analyze, plan, implement and monitor adapted learning environments and experiences to ensure that children with special needs can fully participate.	○ I design and deliver professional development according to best practice research in inclusion. This includes implementing adaptations and changes as defined by a child's individual learning plan.
		<i>Child Growth Development, and Learning (CGDL) 10.1</i>	<i>Child Growth Development, and Learning (CGDL) 10.2</i>	<i>Child Growth Development, and Learning (CGDL) 10.3</i>	<i>Child Growth Development, and Learning (CGDL) 10.4</i>
		○ If there are concerns about a child's development, behavior or ability to participate in experiences, I make sure to discuss them with a supervisor.	○ I participate in the multi-disciplinary team to develop, plan for, and integrate strategies to meet outcomes/goals from appropriate individual child's plans.	○ I analyze children's needs and plan for use of assistive technology, resources, and services at the program level for children with special needs. I do this analysis and planning in collaboration with family members to best support the growth, development and learning of children with special needs.	○ I advocate for children's and families' rights and promote inclusive environments in order to welcome all children in early childhood settings.
		<i>Child Growth Development, and Learning (CGDL) 11.1</i>	<i>Child Growth Development, and Learning (CGDL) 11.2</i>	<i>Child Growth Development, and Learning (CGDL) 11.3</i>	<i>Child Growth Development, and Learning (CGDL) 11.4</i>
<b>Fostering Healthy Attachment and Relationships</b>	○ I am new to this area.	○ I can describe how attachment relates to the growth, development and learning of young children. Understanding this information, I carefully build relationships with	○ I apply knowledge of attachment theory and its cultural uniqueness to support healthy relationships with adults and peers.  Practices include: • separation and transitions,	○ I analyze, implement, and monitor continuity of care practices within the program as well as the early childhood profession to ensure that relationships between the child and early childhood professional are supported through consistency.	○ I keep abreast of new research about the importance of early healthy attachments and relationships.  I share these findings and provide up-to-date guidance to early childhood educators.

		children in my care.  I recognize and affirm the role of attachment and understand that it is different across different cultures.	<ul style="list-style-type: none"> <li>• changes in staffing patterns,</li> <li>• staff who speak the child's home language,</li> <li>• continuity of care,</li> <li>• responsive caregiving routines,</li> <li>• changes in classrooms or learning settings.</li> </ul>	I strive to match children with culturally and linguistically similar staff.	
--	--	--	--	--	--

**CORE COMPETENCY DOMAIN: Child Observation and Assessment**

**Rationale:** Observing and assessing are critical for knowing how to plan for children as they move through the steps of growth and development and acquire knowledge of the world around them. The information gathered regarding growth, achievement, learning styles, interests, experiences, challenges and understanding of individual children on valid, reliable assessments is actively used to plan the daily curriculum. This provides the early childhood professional the ability to target activities and interactions at just the place needed to support children in new growth and learning. Observation and assessment should always be sensitive to the unique cultural, language, abilities and needs of all children. Policies, procedures, and practices for observation and assessment include ethical standards around confidentiality and unbiased documentation. Families are important partners in providing input about their children with time being set aside to gather information and share results with each other on a consistent basis.

Categories		Level 1	Level 2	Level 3	Level 4
------------	--	---------	---------	---------	---------

		<i>Child Observation and Assessment (COA) 1.1</i>	<i>Child Observation and Assessment (COA) 1.2</i>	<i>Child Observation and Assessment (COA) 1.3</i>	<i>Child Observation and Assessment (COA) 1.4</i>
<b>Principles</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can describe and use both indirect and direct observation and assessment methods.	<input type="radio"/> I plan for and implement indirect and direct assessments and gather accurate information about the whole child in all domains of development using these methods.  I keep results of any assessment and observation confidential.	<input type="radio"/> I evaluate, implement and monitor the system of indirect and direct child observation and assessment.  I ensure that the system is confidential and addresses all domains of development.	<input type="radio"/> I create and implement professional development on designing child observation and assessment systems. These systems include both formal and informal methods; they are confidential; and they address all domains of development.
		<i>Child Observation and Assessment (COA) 2.1</i>	<i>Child Observation and Assessment (COA) 2.2</i>	<i>Child Observation and Assessment (COA) 2.3</i>	<i>Child Observation and Assessment (COA) 2.4</i>
		<input type="radio"/> I can identify how the results of child observations and assessments can be used to adjust or individualize teaching.	<input type="radio"/> I use child observation and assessment results to implement a curriculum that is linguistically, developmentally, and culturally appropriate for each child.	<input type="radio"/> I plan, evaluate, implement, and monitor programmatic systems to ensure child observation and assessment results are used to inform curriculum and professional practices.	<input type="radio"/> I create and implement professional development on how to use child observation and assessment results to effectively and responsively plan individualized curriculum.
		<i>Child Observation and Assessment (COA) 3.1</i>	<i>Child Observation and Assessment (COA) 3.2</i>	<i>Child Observation and Assessment (COA) 3.3</i>	<i>Child Observation and Assessment (COA) 3.4</i>

<b>Gathering and Documenting</b>	○ I am new to this area.	○ I can give examples of important information about each child’s developmental, linguistic, and cultural background; and link that information to key instructional goals.	○ I use child observation and assessment strategies on a regular basis to gather information about each child.  I review and discuss results on a regular basis to: <ul style="list-style-type: none"> <li>• plan curriculum</li> <li>• make referrals when needed.</li> </ul>	○ I plan, evaluate, implement, and analyze child observation and assessment systems to be sure input from families and other early childhood professionals is used.	○ I build systems incorporating current theory and research relevant to gathering and documenting observation and assessment data in early childhood settings.
		<i>Child Observation and Assessment (COA) 4.1</i>	<i>Child Observation and Assessment (COA) 4.2</i>	<i>Child Observation and Assessment (COA) 4.3</i>	<i>Child Observation and Assessment (COA) 4.4</i>
		○ I explain how observation and assessment assist in identifying special needs and determining eligibility for services for children with delays, disabilities, and disorders.	○ I respond when concerns arise that may indicate delays, disabilities, or disorders for children in various developmental stages.  I access intermediate resources and make referrals as needed.	○ I collaborate with team members, families and stakeholders to use and verify information from formal and informal observations and assessments.  I use the information to develop appropriate strategies that support the optimal development of children with delays, disabilities and disorders.	○ I collaborate with families, early childhood educators, Child Find, community agencies, and specialists to develop and implement systems of child observation, screening, and assessment that are child- and family-friendly; advocate for children with special needs; and foster professional development activities that enable staff to create comprehensive plans with tiered instruction for

					individual children.
		<i>Child Observation and Assessment (COA) 5.1</i>	<i>Child Observation and Assessment (COA) 5.2</i>	<i>Child Observation and Assessment (COA) 5.3</i>	<i>Child Observation and Assessment (COA) 5.4</i>
<b>Summarizing and Interpreting</b>	○ I am new to this area.	○ I describe the importance of reviewing (analyzing and interpreting) the results of unbiased child observation and assessment data (using both indirect and direct sources of information).	○ I use results of assessment data (indirect and direct) in: <ul style="list-style-type: none"> <li>• curriculum planning</li> <li>• instructional strategies</li> <li>• professional practices</li> <li>• interactions with children</li> <li>• determining child progress</li> <li>• links to goal setting for individual children and groups of children.</li> </ul>	○ I analyze factors that influence data, identifying any factors that may influence results (i.e. culture, language, ability, environment, observer bias, learning styles). I seek additional information when data sources conflict with one another.	○ I instruct others on how to interpret data results (indirect and direct) with a focus on identifying observer bias.  When possible, I use a team approach to assessment, including native speakers of the child's home language.
		<i>Child Observation and Assessment (COA) 6.1</i>	<i>Child Observation and Assessment (COA) 6.2</i>	<i>Child Observation and Assessment (COA) 6.3</i>	<i>Child Observation and Assessment (COA) 6.4</i>

<p><b>Sharing with Families</b></p>	<p><input type="radio"/> I am new to this area.</p>	<p><input type="radio"/> I describe why it is important to communicate with families in a sensitive and supportive way when sharing child observation and assessment information.</p>	<p><input type="radio"/> I summarize results of children’s observations and assessments. I communicate findings with families in a strengths based, sensitive, supportive manner. When appropriate, I will ensure that the child’s educational plan is adapted using results.</p> <p>I use the family’s home language for understandable communication. If the family is not fluent and I am not able to communicate in the family’s home language, I find resources to enable the communication.</p>	<p><input type="radio"/> I plan, evaluate, implement, and monitor policies, procedures, and best practices to ensure that families are consistently informed of the results of their children’s observations and assessments. I assure that communications with families are sensitive and responsive to the home language and culture.</p>	<p><input type="radio"/> I instruct others on how to share and report on child observation and assessment results including the following:</p> <ul style="list-style-type: none"> <li>• ensuring that families are consistently informed about their children’s progress</li> <li>• ensuring consideration of the home language and culture of the family.</li> </ul>
-------------------------------------	---	---	---	---	---



## Core Competency Domain: Family and Community Partnerships

**Rationale:** Families are children’s first and most important teachers. This remains critical throughout their lives. Recognizing this is important as it forms the basis for developing strong relationships and partnerships between families, educators, and the community. Children’s lives are rooted in their families and communities, so valuing culture, language, home and community builds strong connections. In order to provide developmentally and culturally appropriate learning activities that will help children develop, grow and learn, early childhood professionals must celebrate and respect the diversity of children and their families. Understanding that different family structures and dynamics may be unique helps professionals honor the interests, needs, strengths and challenges of developing children. It is the mission of each early childhood program to create a program culture that supports the role families play in developing how their children learn. Programs set the stage for individual and community partnerships that acknowledge and respect families to help optimize a child’s growth, development, and learning.

Categories		Level 1	Level 2	Level 3	Level 4
		<i>Family and Community Partnerships (FCP) 1.1</i>	<i>Family and Community Partnerships (FCP) 1.2</i>	<i>Family and Community Partnerships (FCP) 1.3</i>	<i>Family and Community Partnerships (FCP) 1.4</i>
<b>Valuing Families</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I identify the family as the child’s first teacher.  I gather input from families regarding each child’s personal background, strengths, interests, and challenges.	<input type="radio"/> I incorporate information from families about their practices in the home to support the environments and experiences for young children. I gather input about child care, guidance, child development and parenting practices.	<input type="radio"/> I analyze, plan and monitor policies, procedures and best practices that recognize and support differences in families.	<input type="radio"/> I develop family centered practices across sectors in collaboration with families, early childhood educators, and community stakeholders.
		<i>Family and Community Partnerships (FCP) 2.1</i>	<i>Family and Community Partnerships (FCP) 2.2</i>	<i>Family and Community Partnerships (FCP) 2.3</i>	<i>Family and Community Partnerships (FCP) 2.4</i>
		<input type="radio"/> I seek families’ input about	<input type="radio"/> I demonstrate the value of the	<input type="radio"/> I analyze family input and use the	<input type="radio"/> I build partnerships with

		<p>their children’s early learning histories, strengths and challenges.</p> <p>I use the information gathered when interacting with and guiding children.</p>	<p>family in a child’s education by using information shared by families in planning interactions with or experiences for children.</p>	<p>information in programming.</p> <p>I provide ideas to help families engage with their children in learning at home using the information collected.</p>	<p>community stakeholders and advocate for promoting family engagement in services that support child growth, development, and learning in and out of the home.</p>
		<b><i>Family and Community Partnerships (FCP) 3.1</i></b>	<b><i>Family and Community Partnerships (FCP) 3.2</i></b>	<b><i>Family and Community Partnerships (FCP) 3.3</i></b>	<b><i>Family and Community Partnerships (FCP) 3.4</i></b>
		<p><input type="radio"/> I identify different parenting styles and family preferences.</p> <p>I consider the impact of different parenting styles on children’s learning and development without judging.</p>	<p><input type="radio"/> I recognize outside factors that may affect children’s growth, development, and learning; I engage with families to support child growth, learning, and development, including social and emotional development.</p>	<p><input type="radio"/> I recommend ways families can be partners in decision- making by:</p> <ul style="list-style-type: none"> <li>• asking for family input</li> <li>• analyzing information provided</li> <li>• reconciling any differences.</li> </ul>	<p><input type="radio"/> I facilitate an understanding throughout the organization regarding family engagement strategies. I collaborate with agencies to include families in decision making processes.</p>
		<b><i>Family and Community Partnerships (FCP) 4.1</i></b>	<b><i>Family and Community Partnerships (FCP) 4.2</i></b>	<b><i>Family and Community Partnerships (FCP) 4.3</i></b>	<b><i>Family and Community Partnerships (FCP) 4.4</i></b>
<b><i>Respect for Diversity</i></b>	<p><input type="radio"/> I am new to this area.</p>	<p><input type="radio"/> I identify the diversity within the classroom such as:</p> <ul style="list-style-type: none"> <li>• language</li> <li>• culture</li> <li>• abilities</li> <li>• socioeconomics</li> <li>• faith traditions</li> </ul>	<p><input type="radio"/> I incorporate knowledge of the diversity in the classroom by using professional practices and activities that support the diverse backgrounds of the children.</p> <p>I create a welcoming learning environment that reflects the uniqueness of the children and families</p>	<p><input type="radio"/> I plan, analyze and monitor a professional culture that reflects and honors diversity.</p>	<p><input type="radio"/> I guide and facilitate discussions with staff on effective strategies to incorporate respect for diversity into all program practices.</p>

		<ul style="list-style-type: none"> <li>• family structures</li> <li>• individual differences</li> </ul>	in it.		
		<b><i>Family and Community Partnerships (FCP) 5.1</i></b>	<b><i>Family and Community Partnerships (FCP) 5.2</i></b>	<b><i>Family and Community Partnerships (FCP) 5.3</i></b>	<b><i>Family and Community Partnerships (FCP) 5.4</i></b>
		○ I can identify my own cultural experiences and biases. I can specifically identify those that relate to family values, child development beliefs, and parenting practices.	○ I can compare and contrast personal cultural and language experiences and biases with other families' experiences and biases.	○ I analyze my own barriers and biases that might stand in the way of developing positive relationships with families and communities.	○ I build systems and offer trainings that require early childhood professionals to analyze personal culture and how it relates to engaging with all families and children.
		<b><i>Family and Community Partnerships (FCP) 6.1</i></b>	<b><i>Family and Community Partnerships (FCP) 6.2</i></b>	<b><i>Family and Community Partnerships (FCP) 6.3</i></b>	<b><i>Family and Community Partnerships (FCP) 6.4</i></b>
<b><i>Effective Communication</i></b>	○ I am new to this area.	○ I can identify the home/preferred language of children and families to enable communication in a sensitive and appropriate manner. When it is necessary I use translators and interpreters in the language of choice or home language	○ I communicate with families in the home language when possible (written and spoken). I use various communication tools, I use translators and interpreters appropriately as needed.	○ I evaluate reading level and inclusiveness of communication to families.  I use appropriate strategies for communicating with each family.	○ I collaborate with community stakeholders to provide services in home languages. I make sure services are available and accessible throughout the community with support in home languages.
		<b><i>Family and Community Partnerships (FCP) 7.1</i></b>	<b><i>Family and Community Partnerships (FCP) 7.2</i></b>	<b><i>Family and Community Partnerships (FCP) 7.3</i></b>	<b><i>Family and Community Partnerships (FCP) 7.4</i></b>

	<input type="radio"/> I am new to this area.	<input type="radio"/> I can describe strategies for problem solving and resolving conflict in a positive way with families.	<input type="radio"/> I demonstrate effective problem solving and/or conflict resolution strategies with families and use outside supports as needed.	<input type="radio"/> I analyze potential conflicts involving families and early childhood settings, I recommend solutions and use outside supports when needed.	<input type="radio"/> I create and monitor systems using the most current theory and best practices for conflict resolution strategies to support families.
		<b><i>Family and Community Partnerships (FCP) 8.1</i></b>	<b><i>Family and Community Partnerships (FCP) 8.2</i></b>	<b><i>Family and Community Partnerships (FCP) 8.3</i></b>	<b><i>Family and Community Partnerships (FCP) 8.4</i></b>
		<input type="radio"/> I can discuss the value of consistent communication with families.  I can identify varied communication strategies for working with families.  I participate in family conferences.	<input type="radio"/> I implement a communication system where families have easy access to information on the following: <ul style="list-style-type: none"> <li>• educational materials</li> <li>• daily activities</li> <li>• schedules</li> <li>• children’s development, learning and progress.</li> </ul> I use a variety of communication methods to make the information easy for families to access regardless of technology, reading level or language spoken.	<input type="radio"/> I create policies and procedures that define effective, respectful communication strategies to be used with families.  I monitor family communication practices in alignment with policies and procedures.	<input type="radio"/> I build systems that foster respectful and effective communication between early childhood programs and families.
		<b><i>Family and Community Partnerships (FCP) 9.1</i></b>	<b><i>Family and Community Partnerships (FCP) 9.2</i></b>	<b><i>Family and Community Partnerships (FCP) 9.3</i></b>	<b><i>Family and Community Partnerships (FCP) 9.4</i></b>
<b><i>Building Reciprocal Relationships with</i></b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can describe risk and protective factors and how they	<input type="radio"/> I identify risk and protective factors for each family. I refer families who may be experiencing harmful levels of	<input type="radio"/> I research and analyze strategies on appropriate supports for families who are experiencing or who have	<input type="radio"/> I define, evaluate, and provide professional development on risk and protective factors and the

<b>Families</b>		affect the way a family functions.	stress to the appropriate supports.	experienced multiple stressors. I create policies and procedures that support these strategies.	role they play in the ways families function.  Or  <input type="radio"/> I articulate and provide professional development on risk and protective factors and the role they play in the ways families function. I evaluate professional development to be sure it covers this content.
		<b>Family and Community Partnerships (FCP) 10.1</b>	<b>Family and Community Partnerships (FCP) 10.2</b>	<b>Family and Community Partnerships (FCP) 10.3</b>	<b>Family and Community Partnerships (FCP) 10.4</b>
		<input type="radio"/> I can identify the role of family members in their children’s growth, development, and learning.  I can identify how family’s roles may change based on culture.	<input type="radio"/> I incorporate strategies to encourage families to engage in learning opportunities.	<input type="radio"/> I plan, implement and monitor policies, procedures, and practices that strive to effectively engage all families in the program.	<input type="radio"/> I articulate, evaluate, and provide professional development to support teachers on current theory and research on strategies to promote family involvement in early childhood settings to support relationships.
		<b>Family and Community Partnerships (FCP) 11.1</b>	<b>Family and Community Partnerships (FCP) 11.2</b>	<b>Family and Community Partnerships (FCP) 11.3</b>	<b>Family and Community Partnerships (FCP) 11.4</b>
		<input type="radio"/> I can discuss ways to make an environment healthy, accessible, and inclusive so it is welcoming to all families.	<input type="radio"/> I identify times where individual goals (i.e. IFSP’s, IEP’s or Individual Growth Plans) can be addressed with family members.	<input type="radio"/> I plan, analyze and monitor policies, procedures and practices that include family-focused intervention strategies as needed to help all children succeed.	<input type="radio"/> I team with families, early childhood educators and community groups on different ways to promote family focused strategies that work with children

					and their families.  I facilitate collaboration among families, early childhood educators, and community stakeholders to promote family-focused intervention strategies.
		<b><i>Family and Community Partnerships (FCP) 12.1</i></b>	<b><i>Family and Community Partnerships (FCP) 12.2</i></b>	<b><i>Family and Community Partnerships (FCP) 12.3</i></b>	<b><i>Family and Community Partnerships (FCP) 12.4</i></b>
<b><i>Resources that Support Children and Families</i></b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I identify opportunities that allow families to network and develop relationships with one another.	<input type="radio"/> I provide opportunities that promote networking between families.	<input type="radio"/> I plan and analyze opportunities that promote networking between families.	<input type="radio"/> I build partnerships with community stakeholders to promote networking and support between and for families.
		<b><i>Family and Community Partnerships (FCP) 13.1</i></b>	<b><i>Family and Community Partnerships (FCP) 13.2</i></b>	<b><i>Family and Community Partnerships (FCP) 13.3</i></b>	<b><i>Family and Community Partnerships (FCP) 13.4</i></b>
		<input type="radio"/> I can identify community resources and services available to support children and their families.	<input type="radio"/> I connect with community resources and services based on program and individual family needs.	<input type="radio"/> I develop and monitor policies, procedures, and practices that promote partnerships between the program, families, and community resources and services.	<input type="radio"/> I build systems and strategies to promote partnership between early childhood programs and community resources.
		<b><i>Family and Community Partnerships (FCP) 14.1</i></b>	<b><i>Family and Community Partnerships (FCP) 14.2</i></b>	<b><i>Family and Community Partnerships (FCP) 14.3</i></b>	<b><i>Family and Community Partnerships (FCP) 14.4</i></b>
		<input type="radio"/> I work cooperatively with volunteers, supporting those who speak the home languages of the children.	<input type="radio"/> I employ and support volunteers in the program as needed. I strive to enlist those who speak the children's home languages.	<input type="radio"/> I develop and analyze policies and procedures that support the use of volunteers.  I make the extra effort to identify bilingual and bicultural volunteers.	<input type="radio"/> I collaborate with families, early childhood educators, and other community partners to promote volunteerism, especially in the home languages of the families.
		<b><i>Family and Community</i></b>	<b><i>Family and Community Partnerships</i></b>	<b><i>Family and Community Partnerships</i></b>	<b><i>Family and Community</i></b>

		<b>Partnerships (FCP) 15.1</b>	<b>(FCP) 15.2</b>	<b>(FCP) 15.3</b>	<b>Partnerships (FCP) 15.4</b>
		<input type="radio"/> I can describe the benefits of collaborating with families, community resources, and other professionals to identify, evaluate, and serve children with delays, disabilities and disorders.	<input type="radio"/> I collaborate with families, community resources, and other professionals to identify, evaluate, and serve children with delays, disabilities and disorders.	<input type="radio"/> I create and monitor policies and procedures that encourage collaborating with families, community resources, and other professionals to identify, evaluate, and serve children with delays, disabilities and disorders.	<input type="radio"/> I build systems and strategies that support collaboration between early childhood settings, families, community resources, and other professionals to identify, evaluate, and serve children with delays, disabilities and disorders.

## CORE COMPETENCY DOMAIN: Guidance

**Rationale:** Incorporating responsive guidance strategies into an early childhood program provides opportunities for establishing secure, interpersonal peer to peer, adult to child, and adult to adult relationships. Developmentally appropriate guidance strategies help children to better understand themselves as individuals and as members of a group. A warm and caring, culturally and linguistically responsive environment in which staff consistently use a variety of evidence-based guidance strategies, helps children and families feel respected, valued and accepted. Creating an inclusive and supportive culture is fostered through providing both individual and group guidance strategies. 3.5/18.3

The approach an early childhood professional takes to guidance is critical to a child’s learning of crucial life skills, like self-regulation, emotional growth, social interactions, problem-solving, approaches to learning and conflict resolution. Through the development of secure, trusting relationships with early childhood professionals, children learn to be competent and confident as they grow to understand themselves as individuals and members of a group who feel valued and respected. Creating an inclusive and supportive culture where children can thrive and learn is fostered through using a variety of culturally, linguistically responsive and evidence-based guidance strategies.

Categories		Level 1	Level 2	Level 3	Level 4
		<i>Guidance (G) 1.1</i>	<i>Guidance (G) 1.2</i>	<i>Guidance (G) 1.3</i>	<i>Guidance (G) 1.4</i>
<b><i>Positive Interactions and Relationships with Individual Children</i></b>	○ I am new to this area.	○ I can give examples of positive, responsive interactions as well as describe their characteristics (e.g. language, tone of voice, closeness between child and early childhood professional).  I can explain how children	○ I use positive interaction strategies and supports; I ensure that children have many opportunities throughout the day to interact with others in meaningful ways (includes all adults, early childhood professionals, peers).	○ I design policies, procedures, and best practices to support positive interactions with children, colleagues, and families on a daily basis.	○ I provide professional development on current research and evidence-based practices regarding strategies for relationship building in early childhood programs.

		learn and grow through healthy relationships.			
		<b>Guidance (G) 2.1</b>	<b>Guidance (G) 2.2</b>	<b>Guidance (G) 2.3</b>	<b>Guidance (G) 2.4</b>
		<input type="radio"/> I can describe current best practices in providing responsive routines and environments and their role in supporting social/emotional and cognitive development.	<input type="radio"/> I implement responsive routines and create environments that are safe and positive to support children’s social/emotional and cognitive development.	<input type="radio"/> I develop, implement and monitor program policies, procedures, and best practices to ensure that routines and environments are responsive and respectful to the children in them.	<input type="radio"/> I provide professional development on current research and evidence-based practices for creating responsive routines and environments.
		<b>Guidance (G) 3.1</b>	<b>Guidance (G) 3.2</b>	<b>Guidance (G) 3.3</b>	<b>Guidance (G) 3.4</b>
		<input type="radio"/> I can describe the importance of individualized attention for each child. I can give examples of strategies that may be used to provide individualized interactions.	<input type="radio"/> I provide learning accommodations based on temperament, personality, language, strengths, interests, and development for each child.	<input type="radio"/> I develop and analyze policies, procedures and program practices that are responsive to each child’s specific characteristics, language abilities, strengths, interests and needs.	<input type="radio"/> I provide professional development and support on current theory, research, and strategies to support interactions based on the specific needs of each child.
		<b>Guidance (G) 4.1</b>	<b>Guidance (G) 4.2</b>	<b>Guidance (G) 4.3</b>	<b>Guidance (G) 4.4</b>
<b>Child Guidance: Discipline/Promoting Social and Emotional Competence</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can give examples of behavior that is typical for children at various developmental levels (including challenging behaviors).	<input type="radio"/> I provide experiences and consistent environments which promote social skills and appropriate behaviors for all children.	<input type="radio"/> I plan developmentally appropriate group experiences that promote social skills and appropriate behaviors for all children.	<input type="radio"/> I provide guidance, support and professional development on promoting social skills and appropriate behaviors.

		<b>Guidance (G) 5.1</b>	<b>Guidance (G) 5.2</b>	<b>Guidance (G) 5.3</b>	<b>Guidance (G) 5.4</b>
		<input type="radio"/> I can explain characteristics of guidance approaches that are effective for young children.	<input type="radio"/> I use effective guidance strategies to promote and teach positive behaviors, problem solving, and self-regulation.	<input type="radio"/> I plan, implement and analyze policies, procedures and practices that support effective guidance strategies for individual and groups of children.	<input type="radio"/> I build systems and strategies that promote guidance approaches that are effective for young children.
		<b>Guidance (G) 6.1</b>	<b>Guidance (G) 6.2</b>	<b>Guidance (G) 6.3</b>	<b>Guidance (G) 6.4</b>
<b>Guidance: Communication</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I communicate with co-workers and families regarding concerns about a child's behavior and develop cooperative strategies to manage challenges.	<input type="radio"/> I collaborate with families and other professionals to gather information to interpret challenging behavior and develop individually appropriate expectations, I teach children new behaviors, and effectively and sensitively communicate about these with families and others.	<input type="radio"/> I develop, implement and monitor individual guidance plans with families and staff. I seek and use help from early childhood educators and/or community resources and services as needed.  I ensure that guidance plans are communicated with families in a sensitive and clear manner.	<input type="radio"/> I educate and guide families, early childhood professionals, and other specialists in interpretation of and response to a child's challenging behavior.  I use the most current research and best practices to develop, implement, and monitor individual guidance plans.
		<b>Guidance (G) 7.1</b>	<b>Guidance (G) 7.2</b>	<b>Guidance (G) 7.3</b>	<b>Guidance (G) 7.4</b>
		<input type="radio"/> I inform families frequently of positive behaviors children have	<input type="radio"/> I notice and help co-workers notice positive behaviors children use in	<input type="radio"/> I develop, implement and monitor guidelines for staff to ensure that staff	<input type="radio"/> I educate early childhood professionals and other specialists on

		shown in the early childhood setting.	the classroom and communicate these to families.	notice and pay attention to children when they are engaging in socially and emotionally competent behaviors.	the importance of responding positively when children are using socially and emotionally competent behavior rather than giving attention to children when they use challenging behavior.
		<b>Guidance (G) 8.1</b>	<b>Guidance (G) 8.2</b>	<b>Guidance (G) 8.3</b>	<b>Guidance (G) 8.4</b>
		○ I adjust (with supervisor help) the learning environment and curriculum to prevent or minimize challenging behaviors.	○ I use developmentally appropriate guidance strategies such as: <ul style="list-style-type: none"> <li>• offering choices</li> <li>• appropriate limits</li> <li>• redirection</li> <li>• ignoring</li> <li>• positive feedback</li> <li>• encouragement</li> <li>• use of child's home language, and</li> <li>• giving effective directions.</li> </ul>	○ I provide opportunities for staff to engage in reflective practices to help in understanding children's social, emotional, and behavioral development and the guidance approaches to use to support them.	○ I build systems and outline strategies that: <ul style="list-style-type: none"> <li>• support reflective practices to deepen understanding of children's social and emotional development, and</li> <li>• define the guidance strategies that are effective in promoting them.</li> </ul>
		<b>Guidance (G) 9.1</b>	<b>Guidance (G) 9.2</b>	<b>Guidance (G) 9.3</b>	<b>Guidance (G) 9.4</b>

<b>Guidance and the Role of Staff and Other Adults</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can describe the impact on children when they view interactions and communication between adults.	<input type="radio"/> I model respectful adult relationships and display authentic trust and cooperation with colleagues, families, and others.	<input type="radio"/> I establish and maintain a work environment that supports and promotes teamwork and trusting, respectful interactions.	<input type="radio"/> I create systems and model the strategies that promote respectful adult relationships.
		<b>Guidance (G) 10.1</b>	<b>Guidance (G) 10.2</b>	<b>Guidance (G) 10.3</b>	<b>Guidance (G) 10.4</b>
		<input type="radio"/> I can describe the appropriate process for professional conflict resolution based on program policies and/or professional codes of conduct.	<input type="radio"/> I demonstrate adult self-regulation and conflict resolution strategies with colleagues in daily interactions and when working as a team.	<input type="radio"/> I create and embed written policies, procedures, and best practices which support effective communication, conflict resolution and teaming.	<input type="radio"/> I design professional development opportunities using best practice and current research in conflict resolution and problem solving.

## CORE COMPETENCY DOMAIN: Health, Safety, and Nutrition

**Rationale:** Optimal child development is enhanced if young children are safe from physical and emotional harm. In designing learning environments and experiences for young children, meeting the health, safety, and nutritional needs are critical to child growth, development, and learning. Environments for young children should be safe from hazards and potential injuries to enable them to explore and learn. Programs should ensure that children are protected from infectious diseases through the implementation of appropriate health, safety, and sanitation policies, procedures and daily practices. Working in partnership with families and communities on creating healthy, safe, and nutritionally sound environments establishes a foundation for future healthy lifestyles and a pathway for lifelong health and well-being.

Children must be safe from physical and emotional harm in order to develop, learn and thrive. In designing early learning environments and experiences, meeting the health, safety, and nutritional needs of young children is critical. Environments should be safe from hazards and potential injuries to enable children to explore and learn. Programs should ensure children are protected from infectious diseases through implementing appropriate health, safety, and sanitation policies, procedures and daily practices. Working with families and communities to create healthy, safe, and nutritionally sound environments establishes a strong foundation for future healthy lifestyles and a pathway to lifelong health and well-being.

Categories		Level 1	Level 2	Level 3	Level 4
		<i>Health, Safety, and Nutrition (HSN) 1.1</i>	<i>Health, Safety, and Nutrition (HSN) 1.2</i>	<i>Health, Safety, and Nutrition (HSN) 1.3</i>	<i>Health, Safety, and Nutrition (HSN) 1.4</i>
<b>Knowledge of Regulations</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can identify the purpose of the following licensing regulations and trainings (as designated by job): <ul style="list-style-type: none"> <li>• administration of medication</li> <li>• universal precautions</li> <li>• CPR/first aid training</li> </ul>	<input type="radio"/> I implement program health, safety and nutrition standards.	<input type="radio"/> I develop program policies, procedures and practices related to health, safety and nutrition including exclusion criteria that support optimal growth, development and learning of every child.	<input type="radio"/> I build systems that ensure regulations around health, safety, and nutrition are aligned with best practices.

		<ul style="list-style-type: none"> <li>• fire and disaster drills</li> <li>• child abuse and neglect (mandatory reporting)</li> <li>• communicable disease</li> <li>• adult/child ratios</li> <li>• emergency procedures</li> <li>• transportation and transportation safety</li> </ul> <p>I know and comply with licensing regulations.</p>			
		<b><i>Health, Safety, and Nutrition (HSN) 2.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 2.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 2.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 2.4</i></b>
		○ I can identify the functions of regulatory agencies (e.g. licensing, health department, child welfare).	○ I develop and implement strategies for working cooperatively with regulatory agencies.	○ I develop strategies and collaborate with regulatory agencies to ensure that program policies, procedures, and practices related to health, nutrition, safety, and child abuse/neglect support the optimal growth and development of each child.	○ I build systems and outline strategies that emphasize and reinforce the role that regulatory agencies play in early childhood settings.
		<b><i>Health, Safety, and Nutrition (HSN) 3.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 3.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 3.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 3.4</i></b>

<b>Health</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can identify the signs and symptoms of common childhood illnesses and communicable diseases.	<input type="radio"/> I implement policies to respond to instances of illness or injury and report to families and regulatory agencies as required.	<input type="radio"/> I plan policies for responding to instances of illness or injury.  I report to families and regulatory agencies as required.	<input type="radio"/> I collaborate with community health agencies and professionals for consultation, diagnosis and treatment.
		<b>Health, Safety, and Nutrition (HSN) 4.1</b>	<b>Health, Safety, and Nutrition (HSN) 4.2</b>	<b>Health, Safety, and Nutrition (HSN) 4.3</b>	<b>Health, Safety, and Nutrition (HSN) 4.4</b>
		<input type="radio"/> I can identify good health practices that promote and maintain a clean, healthy, and sanitary environment.	<input type="radio"/> I use good health practices to maintain a clean, healthy, and sanitary environment.	<input type="radio"/> I create, evaluate and update policies and procedures as needed to ensure they address all practices for clean, healthy, and sanitary environments.	<input type="radio"/> I provide professional development using current theory and research on commonly recognized standards and policies for health.
		<b>Health, Safety, and Nutrition (HSN) 5.1</b>	<b>Health, Safety, and Nutrition (HSN) 5.2</b>	<b>Health, Safety, and Nutrition (HSN) 5.3</b>	<b>Health, Safety, and Nutrition (HSN) 5.4</b>
		<input type="radio"/> I can describe universal precautions, first aid, medication administration, and CPR procedures and guidelines.	<input type="radio"/> I implement and model best practices as outlined in procedures and guidelines for universal precautions, first aid, medication administration, and CPR.	<input type="radio"/> I plan, implement and monitor policies, procedures, and practices for universal precautions, first aid, medication administration, and CPR.	<input type="radio"/> I design systems to ensure that equipment, supplies, and financial resources are available and on-site at all times to facilitate compliance with certification requirements in a variety of early childhood settings.  I plan professional

					development opportunities to ensure that staff is up-to-date on universal precautions, first aid, medication administration, and CPR.
		<b><i>Health, Safety, and Nutrition (HSN) 6.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 6.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 6.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 6.4</i></b>
		<input type="radio"/> I can explain daily routines for rest/sleep and physical activity/play as developmentally appropriate.  I can explain the importance of these activities for healthy growth and development.	<input type="radio"/> I maintain and model daily routines that have a balance of rest/sleep and physical activity/play as developmentally appropriate.	<input type="radio"/> I plan, implement and monitor policies, procedures, and practices to ensure developing children have periods of rest/sleep and physical activity/play.	<input type="radio"/> I build systems and strategies that promote physical activity/play and its benefits, the importance of sleep and rest, and a balance between active and quiet activities to families, early childhood educators, and colleagues.
		<b><i>Health, Safety, and Nutrition (HSN) 7.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 7.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 7.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 7.4</i></b>
		<input type="radio"/> I can explain the purpose of medical, nutritional, and physical care plans, including the use of assistive technology.	<input type="radio"/> I can implement medical, nutritional, and physical care plans, including plans for using assistive technology.	<input type="radio"/> I create and monitor policies, procedures, and practices to ensure that all medical, nutritional, and physical care plans are fully implemented.	<input type="radio"/> I collaborate with families, health care professionals, early interventionists, and other specialists to outline best practices to meet the special medical care requirements of children in early childhood settings.

		<i>Health, Safety, and Nutrition (HSN) 8.1</i>	<i>Health, Safety, and Nutrition (HSN) 8.2</i>	<i>Health, Safety, and Nutrition (HSN) 8.3</i>	<i>Health, Safety, and Nutrition (HSN) 8.4</i>
		○ I can describe activities in the curriculum that emphasize the basics of nutrition, physical and medical care.	○ I promote and implement activities emphasizing the basics of nutrition, physical and medical care throughout the curriculum.	○ I design, implement and monitor policies, procedures, and practices to ensure that all children have multiple opportunities to learn the basics of nutrition, physical and medical care.	○ I build systems and helps define strategies to be sure that children have multiple opportunities to learn the basics of nutrition, physical and medical care.
		<i>Health, Safety, and Nutrition (HSN) 9.1</i>	<i>Health, Safety, and Nutrition (HSN) 9.2</i>	<i>Health, Safety, and Nutrition (HSN) 9.3</i>	<i>Health, Safety, and Nutrition (HSN) 9.4</i>
<b>Safety</b>	○ I am new to this area.	○ I follow emergency plans and drills (e.g. fire, weather-related, lockdown) including safety procedures for all children and those with disabilities.	○ I implement current emergency procedures, drills, and safety practices.  I document practices/drills as required.  I maintain and post an up-to-date list of community emergency contacts.	○ I analyze and plan emergency preparedness procedures in collaboration with staff and community professionals.  I revise emergency preparedness procedures as needed.	○ I collaborate with families, emergency personnel, and the community to create policies, procedures, and best practices for emergency preparedness in early childhood settings.
		<i>Health, Safety, and Nutrition (HSN) 10.1</i>	<i>Health, Safety, and Nutrition (HSN) 10.2</i>	<i>Health, Safety, and Nutrition (HSN) 10.3</i>	<i>Health, Safety, and Nutrition (HSN) 10.4</i>

		<input type="radio"/> I can identify simple safety precautions and rules and I use them consistently.	<input type="radio"/> I maintain a safe environment and implement safety precautions and rules throughout the environment and experiences for all children regardless of developmental ability.	<input type="radio"/> I design and monitor safety precautions and rules in the learning environments.	<input type="radio"/> I design professional development opportunities for embedding safety practices into the curriculum based on the most current research on early childhood safety.
		<b><i>Health, Safety, and Nutrition (HSN) 11.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 11.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 11.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 11.4</i></b>
		<input type="radio"/> I can explain the importance of ratio and group size requirements.  I alert the supervisor or appropriate agency when the ratio and group size are not in compliance with the requirements.	<input type="radio"/> I implement and maintain appropriate ratios and group size requirements both indoors and outdoors on a daily basis; I conduct frequent scans and counts to ensure that all children are present.	<input type="radio"/> I create and analyze policies and procedures that maintain ratios and group size in accordance with recommended standards.	<input type="radio"/> I recommend and evaluate the design of early childhood programs so that they include appropriate group size, ratios and supervision based on the most current research and best practices.
		<b><i>Health, Safety, and Nutrition (HSN) 12.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 12.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 12.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 12.4</i></b>

		<input type="radio"/> I can identify safety requirements for all indoor and outdoor equipment and materials.  I notice when equipment and materials are not in good condition.  I identify potential hazards indoors and outdoors and report them to the supervisor.	<input type="radio"/> I model use of safety requirements; I implement safety requirements for all indoor and outdoor areas including checking the condition of the equipment and materials.  I identify potential hazards and take action to correct them.	<input type="radio"/> I develop and monitor policies and procedures regarding safety and identification of potential hazards.	<input type="radio"/> I stay abreast of current research and best practices for safety in early childhood settings.  I build systems and strategies that ensure safety according to best practices.
		<b><i>Health, Safety, and Nutrition (HSN) 13.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 13.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 13.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 13.4</i></b>
		<input type="radio"/> I can describe the reporting process for suspected child abuse and neglect.	<input type="radio"/> I implement mandated reporting requirements for suspected child abuse and neglect following program policies and standards for best practice.	<input type="radio"/> I plan annual professional development on mandated reporting policies, procedures, and best practices.	<input type="radio"/> I create recommendations and use program and community resources and supports to be sure that suspected child abuse and neglect is addressed in a timely and professional way.
		<b><i>Health, Safety, and Nutrition (HSN) 14.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 14.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 14.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 14.4</i></b>

<b>Nutrition</b>		<input type="radio"/> I can describe safe and sanitary food handling procedures in the following activities: <ul style="list-style-type: none"> <li>• purchasing</li> <li>• storing</li> <li>• preparing and serving meals, snacks, breast milk and formula.</li> </ul>	<input type="radio"/> I implement and model safe and sanitary food handling practices procedures in the following activities: <ul style="list-style-type: none"> <li>• purchasing</li> <li>• storing</li> <li>• preparing and serving meals, snacks, breast milk and formula.</li> </ul>	<input type="radio"/> I plan and monitor program policies, procedures and best practices for safe and sanitary food handling.	<input type="radio"/> I evaluate and make recommendations on safe and sanitary food handling processes based on the most current research and regulations.
		<b>Health, Safety, and Nutrition (HSN) 15.1</b>	<b>Health, Safety, and Nutrition (HSN) 15.2</b>	<b>Health, Safety, and Nutrition (HSN) 15.3</b>	<b>Health, Safety, and Nutrition (HSN) 15.4</b>
		<input type="radio"/> I can identify healthy and appropriate eating habits for children.  I understand the role of culture in eating habits.	<input type="radio"/> I model healthy eating habits.  I create an environment that supports healthy eating habits by providing culturally familiar foods and eating utensils.  I support the development of self-help skills during meals and snacks.	<input type="radio"/> I plan and monitor policies and procedures for creating and maintaining an environment that supports healthy eating habits for all children and staff.	<input type="radio"/> I develop systems to support healthy food choices and habits while respecting family, developmental, and cultural needs and beliefs.
		<b>Health, Safety, and Nutrition (HSN) 16.1</b>	<b>Health, Safety, and Nutrition (HSN) 16.2</b>	<b>Health, Safety, and Nutrition (HSN) 16.3</b>	<b>Health, Safety, and Nutrition (HSN) 16.4</b>

		<input type="radio"/> I can describe the practices that ensure health hazards are eliminated in food served during meals and snacks.  I am aware of foods that may be a choking risk.  I am aware of all allergies within a group of children.	<input type="radio"/> I implement best practices to be sure there are no health hazards during snacks and meals.	<input type="radio"/> I collaborate with families, early childhood educators, and consultants to develop policies to address the dietary requirements of children and adults.  I ensure that policies reflect family practices.	<input type="radio"/> I evaluate and make recommendations on nutritional policies to address the dietary requirements of children and adults.  I ensure that nutritional policies are up-to-date with current best practices.
		<b><i>Health, Safety, and Nutrition (HSN) 17.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 17.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 17.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 17.4</i></b>
		<input type="radio"/> I can define ways to communicate with families about: <ul style="list-style-type: none"> <li>• menus</li> <li>• children’s eating patterns and portions</li> <li>• mealtime skills and behaviors</li> <li>• family preferences</li> <li>• diverse influences on food and eating habits.</li> </ul> I make sure the age and situation of the child are	<input type="radio"/> I communicate with families about menus, a child’s eating patterns and amounts, and other issues around food and nutrition that are appropriate for diverse cultural backgrounds.	<input type="radio"/> I plan support and resources for families regarding developmentally and culturally appropriate nutritional habits, fresh food, and healthy food choices.	<input type="radio"/> I create opportunities that address challenges related to food, nutrition, and meal time practices affecting children and their families, including diverse influences.

		considered.			
		<b><i>Health, Safety, and Nutrition (HSN) 18.1</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 18.2</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 18.3</i></b>	<b><i>Health, Safety, and Nutrition (HSN) 18.4</i></b>
	○ I am new to this area.	○ I can identify the age related nutritional needs of infants, toddlers, preschoolers, and school age children.	○ I serve meals and snacks that are nutritionally sound according to: <ul style="list-style-type: none"> <li>• program policies, practices and procedures</li> <li>• development</li> <li>• special needs of children.</li> </ul>	○ I ensure compliance with nutritional guidelines and licensing requirements related to food and nutrition in all policies, procedures and practices.  I make changes as needed.	○ I evaluate and make recommendations on nutrition policies, procedures, and practices based on the most current research and regulations.

## CORE COMPETENCY DOMAIN: Professional Development and Leadership

**Rationale:** Early childhood educators who identify and conduct themselves as professionals play an important role in the growth, development, and learning of children. Early childhood educators see themselves as members of the larger community of specialized care and education professionals and have a full understanding of the context in which the early childhood profession originated. Those working in the field adopt professional responsibilities, which include adherence to ethical codes of conduct, advocacy, and the effective communication of the importance of high quality early childhood programming. The knowledge achieved in the profession is based on a foundation of research-based practices that is then implemented in all aspects of child, family, colleagues, and community involvement. Early childhood educators equipped with specialized education, training, and coaching/mentoring are better able to provide environments and experiences that support every aspect of a child’s growth, development, and learning, including aspects related to a child’s and family’s diverse needs. Participation in advocacy efforts on behalf of children, families, and the profession are critical to advancing the knowledge regarding the importance of high quality early childhood experiences and subsequent public policies that support them.

Early childhood educators are members of a professional community dedicated to the growth, development, and learning of children. There are several professional responsibilities connected to this role. Early childhood educators adhere to ethical codes of conduct, provide advocacy, and communicate to the larger community about the importance of high quality in early childhood programs. The knowledge achieved in the early childhood profession is based on research-based practices that are implemented with children, families, colleagues and community members. Early childhood educators are committed to continuous learning and improvement. As such, they benefit from expertise in specialized education, training, coaching and mentoring that is used to support developing a learning environment and experiences that best support every aspect of each child’s growth, development, and learning, including a child’s and family’s unique and diverse needs. Participation in advocacy and leadership on behalf of children, families, and the profession are critical to advancing the knowledge regarding the importance of high quality early childhood experiences and subsequent public policies that support them.

Categories		Level 1	Level 2	Level 3	Level 4
		<i>Professional Development and Leadership (PDL) 1.1</i>	<i>Professional Development and Leadership (PDL) 1.2</i>	<i>Professional Development and Leadership (PDL) 1.3</i>	<i>Professional Development and Leadership (PDL) 1.4</i>
<b>Ethics &amp; Codes of Conduct</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can explain and implement the program philosophy. I am beginning	<input type="radio"/> I can describe a personal philosophy of early childhood professional	<input type="radio"/> I model and provide support for others as they form and define a personal	<input type="radio"/> I provide professional development to help others as they develop

		to define my own philosophy of education.	practice based on theory and research.	philosophy of early childhood practice.	and define a personal philosophy of early childhood practice.
		<b>Professional Development and Leadership (PDL) 2.1</b>	<b>Professional Development and Leadership (PDL) 2.2</b>	<b>Professional Development and Leadership (PDL) 2.3</b>	<b>Professional Development and Leadership (PDL) 2.4</b>
		<input type="radio"/> I can discuss the NAEYC Code of Ethics for Early Childhood Professionals; I can explain the difference between ethics and personal values.	<input type="radio"/> I implement and apply the NAEYC Code of Ethics in all areas of practice.	<input type="radio"/> I plan and implement guidelines around ethical and professional conduct in the workplace according to the NAEYC Code of Ethics; I oversee ethical dilemmas to determine appropriate course of action.	<input type="radio"/> I build systems that utilize the NAEYC Code of Ethics to support ethical practice in the workplace.
		<b>Professional Development and Leadership (PDL) 3.1</b>	<b>Professional Development and Leadership (PDL) 3.2</b>	<b>Professional Development and Leadership (PDL) 3.3</b>	<b>Professional Development and Leadership (PDL) 3.4</b>
		<input type="radio"/> I can describe the importance of collaboration, confidentiality, and respect among all of the adults who work in early childhood settings.	<input type="radio"/> I apply practices that show collaboration, respectful communication, and confidentiality in practices with community stakeholders, staff, families, and volunteers.	<input type="radio"/> I plan and monitor practices that show collaboration, respectful communication, and confidentiality in practice with community stakeholders, staff, families, and volunteers.	<input type="radio"/> I provide professional development on practices that show collaboration, respectful communication, and confidentiality in practice with community stakeholders, staff, families, and volunteers; I provide guidance, support, and coaching/mentoring for implementing practices.
		<b>Professional Development and Leadership (PDL) 4.1</b>	<b>Professional Development and Leadership (PDL) 4.2</b>	<b>Professional Development and Leadership (PDL) 4.3</b>	<b>Professional Development and Leadership (PDL) 4.4</b>
<b>Reflective and</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can describe the	<input type="radio"/> I develop personal goals	<input type="radio"/> I create policies,	<input type="radio"/> I promote, advocate

<b>Continuous Professional Development</b>		components of a professional development plan; I consult with supervisor and/or director to create a personal professional development plan.	based on reflections of current research and best practices; defines goals in a professional development plan.	procedures, and processes that fully utilize professional development plans for individual and team growth and program improvement.	for, and facilitate access to high quality professional development; professional development opportunities are informed by the professional development plans.
		<b>Professional Development and Leadership (PDL) 5.1</b>	<b>Professional Development and Leadership (PDL) 5.2</b>	<b>Professional Development and Leadership (PDL) 5.3</b>	<b>Professional Development and Leadership (PDL) 5.4</b>
		<input type="radio"/> I can identify helpful professional resources at local, state, and national levels.	<input type="radio"/> I use local, state, and national professional resources to reflect on, evaluate, and improve professional practices.	<input type="radio"/> I develop and analyze policies, procedures, and practices to support use of professional resources.	<input type="radio"/> I build systems that promote the use of professional resources in early childhood practice.
		<b>Professional Development and Leadership (PDL) 6.1</b>	<b>Professional Development and Leadership (PDL) 6.2</b>	<b>Professional Development and Leadership (PDL) 6.3</b>	<b>Professional Development and Leadership (PDL) 6.4</b>
		<input type="radio"/> I identify avenues for and participate in professional development opportunities to increase knowledge and improve practices. Opportunities include: <ul style="list-style-type: none"> <li>• conferences</li> <li>• professional organizations</li> <li>• local training</li> <li>• college courses</li> </ul>	<input type="radio"/> I implement new learning (increased knowledge in current trends and research based practices) from professional development opportunities. Opportunities include: <ul style="list-style-type: none"> <li>• conferences</li> <li>• professional organizations</li> <li>• local training</li> <li>• college courses</li> </ul>	<input type="radio"/> I plan and analyze policies, procedures, and processes that support staff to access professional development experiences.	<input type="radio"/> I create and advocate for professional development opportunities that reflect current needs in the early childhood field.

		<b><i>Professional Development and Leadership (PDL) 7.1</i></b>	<b><i>Professional Development and Leadership (PDL) 7.2</i></b>	<b><i>Professional Development and Leadership (PDL) 7.3</i></b>	<b><i>Professional Development and Leadership (PDL) 7.4</i></b>
		<input type="radio"/> I can describe the symptoms of early childhood professional burnout and strategies to avoid it.	<input type="radio"/> I implement strategies that help to avoid early childhood professional burnout.	<input type="radio"/> I analyze causes of early childhood burnout; I plan and monitor practices to help prevent and address it.	<input type="radio"/> I build systems that prevent early childhood professional burnout; I help others recognize and address it when it occurs.
		<b><i>Professional Development and Leadership (PDL) 8.1</i></b>	<b><i>Professional Development and Leadership (PDL) 8.2</i></b>	<b><i>Professional Development and Leadership (PDL) 8.3</i></b>	<b><i>Professional Development and Leadership (PDL) 8.4</i></b>
		<input type="radio"/> I can give examples of how coaching and mentoring are beneficial; I can identify key role models and adjust my practices based on feedback from coaches and mentors.	<input type="radio"/> I provide and use supportive, working relationships, including coaching and mentoring.	<input type="radio"/> I plan and support opportunities so staff is able to participate in coaching and mentoring.	<input type="radio"/> I develop professional development opportunities that build support for early childhood staff; opportunities include coaching and mentoring.
		<b><i>Professional Development and Leadership (PDL) 9.1</i></b>	<b><i>Professional Development and Leadership (PDL) 9.2</i></b>	<b><i>Professional Development and Leadership (PDL) 9.3</i></b>	<b><i>Professional Development and Leadership (PDL) 9.4</i></b>
		<input type="radio"/> I can describe the benefits of reflective practice.  I am beginning to use reflective practice with guidance.	<input type="radio"/> I engage in reflective practice activities on a routine basis.	<input type="radio"/> I plan, monitor and analyze the types of reflective practice activities used for effectiveness and need.	<input type="radio"/> I build systems to ensure use of reflective practice activities in early childhood settings.
		<b><i>Professional Development and Leadership (PDL) 10.1</i></b>	<b><i>Professional Development and Leadership (PDL) 10.2</i></b>	<b><i>Professional Development and Leadership (PDL) 10.3</i></b>	<b><i>Professional Development and Leadership (PDL) 10.4</i></b>

<b>Advocacy</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can state three to five examples of basic advocacy skills.	<input type="radio"/> I use advocacy skills to increase awareness and/or promote change.	<input type="radio"/> I design and analyze policies and procedures that support early advocacy. I ensure that processes support early advocacy efforts.	<input type="radio"/> I build systems that support early childhood advocacy efforts.
-----------------	--	--	--	---	--

## CORE COMPETENCY DOMAIN: Program Planning and Development

**Rationale:** Strong leadership is vital to high quality early childhood programs. Leaders who administer early childhood programs must have a solid foundation in organizational, personnel, and financial management. Sustaining a philosophical base with clear goals and objectives while striving for continuous quality improvement helps to ensure high quality programming for children and their families. An important responsibility of an early childhood program leader is to know and uphold rules, regulations, and high quality standards within the daily operations of the program. The ability to supervise and guide all staff in providing the best practices outlined within high quality standards is the stepping stone to quality. Leaders also work on developing strategic plans that consider aspects of program financing and collaborate with colleagues, community resources, and specialists who can lend support to ensure that aspects of the strategic plan are administered and successful.

Categories		Level 1:	Level 2	Level 3	Level 4
		<i>Program Planning and Development (PPD) 1.1</i>	<i>Program Planning and Development (PPD) 1.2</i>	<i>Program Planning and Development (PPD) 1.3</i>	<i>Program Planning and Development (PPD) 1.4</i>
<i>Program Planning and Evaluation</i>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can explain the value of and follows program policies and procedures.	<input type="radio"/> I implement program policies and procedures as outlined.	<input type="radio"/> I embed policies and procedures into the program; I analyze their effectiveness on a routine schedule.	<input type="radio"/> I build systems that encourage the use of policies and procedures in early education settings.
		<i>Program Planning and Development (PPD) 2.1</i>	<i>Program Planning and Development (PPD) 2.2</i>	<i>Program Planning and Development (PPD) 2.3</i>	<i>Program Planning and Development (PPD) 2.4</i>
		<input type="radio"/> I understand the program goals and objectives and connect them to daily activities.	<input type="radio"/> I implement professional practices that align with program goals and objectives.	<input type="radio"/> I collaborate with colleagues, families, advisory boards/groups, and others to develop and implement policies and procedures that are aligned with program goals and objectives.	<input type="radio"/> I provide professional development that supports the creation of program goals, objectives, policies, and procedures.

		<i>Program Planning and Development (PPD) 3.1</i>	<i>Program Planning and Development (PPD) 3.2</i>	<i>Program Planning and Development (PPD) 3.3</i>	<i>Program Planning and Development (PPD) 3.4</i>
		<input type="radio"/> I can describe practices that minimize program risks as outlined in the risk management policies.	<input type="radio"/> I implement practices that minimize program risks as outlined in the risk management policies.	<input type="radio"/> I develop, implement and monitor a program risk management plan and review system.	<input type="radio"/> I collaborate with families, early childhood educators, and community stakeholders about issues of risk management and work to resolve risk issues.
		<i>Program Planning and Development (PPD) 4.1</i>	<i>Program Planning and Development (PPD) 4.2</i>	<i>Program Planning and Development (PPD) 4.3</i>	<i>Program Planning and Development (PPD) 4.4</i>
		<input type="radio"/> I can describe the benefits of the strategic planning process in an early childhood setting.	<input type="radio"/> I provide input to the strategic planning process.	<input type="radio"/> I develop, analyze and monitor the strategic planning process; I use relevant data to inform planning when possible.	<input type="radio"/> I build systems that support the strategic planning process.
		<i>Program Planning and Development (PPD) 5.1</i>	<i>Program Planning and Development (PPD) 5.2</i>	<i>Program Planning and Development (PPD) 5.3</i>	<i>Program Planning and Development (PPD) 5.4</i>
		<input type="radio"/> I can describe state and national standards that promote quality (e.g. Quality Rating and Improvement Systems, NAEYC Accreditation of Programs for Young Children).	<input type="radio"/> I implement program self-assessment, evaluation, and improvement plans that are aligned to quality standards.	<input type="radio"/> I develop and analyze program policies, procedures, and practices that embed quality improvement efforts into all aspects of the program.	<input type="radio"/> I engage in the development, implementation, and monitoring of quality standards at the local, state, and/or national level.
		<i>Program Planning and Development (PPD) 6.1</i>	<i>Program Planning and Development (PPD) 6.2</i>	<i>Program Planning and Development (PPD) 6.3</i>	<i>Program Planning and Development (PPD) 6.4</i>
<b>Personnel Management</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can explain my own job description and outline the	<input type="radio"/> I participate in new employee orientation; I	<input type="radio"/> I plan and analyze new employee orientation.	<input type="radio"/> I design professional development

		related professional expectations of the program.	implement the professional expectations of the program.		opportunities using current theory, research and policy on staff orientation.
		<b><i>Program Planning and Development (PPD) 7.1</i></b>	<b><i>Program Planning and Development (PPD) 7.2</i></b>	<b><i>Program Planning and Development (PPD) 7.3</i></b>	<b><i>Program Planning and Development (PPD) 7.4</i></b>
		<input type="radio"/> I can give examples of the characteristics of a team member.	<input type="radio"/> I support new members of the team; I model effective teamwork with colleagues, administrators, and volunteers.	<input type="radio"/> I use leadership techniques that are collaborative and lead to effective teamwork.	<input type="radio"/> I provide coaching/mentoring and models best practice to early childhood educators and volunteers.
		<b><i>Program Planning and Development (PPD) 8.1</i></b>	<b><i>Program Planning and Development (PPD) 8.2</i></b>	<b><i>Program Planning and Development (PPD) 8.3</i></b>	<b><i>Program Planning and Development (PPD) 8.4</i></b>
		<input type="radio"/> I can describe the benefits of a positive working environment; I contribute to a positive working environment within my program.	<input type="radio"/> I plan for and participate in the creation of a positive working environment.	<input type="radio"/> I create and monitor policies, procedures and processes that create a positive working environment.	<input type="radio"/> I provide professional development using current theory and research on developing positive working environments. I use a mentoring approach.
		<b><i>Program Planning and Development (PPD) 9.1</i></b>	<b><i>Program Planning and Development (PPD) 9.2</i></b>	<b><i>Program Planning and Development (PPD) 9.3</i></b>	<b><i>Program Planning and Development (PPD) 9.4</i></b>
<b><i>Resource Management</i></b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can review and demonstrate an understanding of my program's mission statement, goals, and philosophy.	<input type="radio"/> I can articulate the program's mission, goals, and philosophy to families and other professionals.	<input type="radio"/> With input from stakeholders, I can coordinate the development of the mission statement, program goals, and philosophy. I can review these periodically to make adjustments that reflect changes in my program's internal and external environment.	<input type="radio"/> I build systems and strategies that support the collaborative development of a mission statement, program goals, and philosophy.

		<b><i>Program Planning and Development (PPD) 10.1</i></b>	<b><i>Program Planning and Development (PPD) 10.2</i></b>	<b><i>Program Planning and Development (PPD) 10.3</i></b>	<b><i>Program Planning and Development (PPD) 10.4</i></b>
		<input type="radio"/> I can define my program's public relations strategy.	<input type="radio"/> I implement my program's public relations strategy.	<input type="radio"/> I develop and monitor a program public relations or marketing plan in collaboration with families, early childhood educators, community organizations, and businesses.	<input type="radio"/> I build systems and strategies that support the collaborative development of a public relations and marketing plan for early childhood.
		<b><i>Program Planning and Development (PPD) 11.1</i></b>	<b><i>Program Planning and Development (PPD) 11.2</i></b>	<b><i>Program Planning and Development (PPD) 11.3</i></b>	<b><i>Program Planning and Development (PPD) 11.4</i></b>
		<input type="radio"/> I can describe the personnel policies related to salary and benefits.	<input type="radio"/> I describe personnel policies and procedures to new staff.	<input type="radio"/> I develop and maintain a personnel budget and personnel pay scale.	<input type="radio"/> I advocate for equitable wages and benefits in the early childhood field; I evaluate traditional and non-traditional resources to support compensation.
		<b><i>Program Planning and Development (PPD) 12.1</i></b>	<b><i>Program Planning and Development (PPD) 12.2</i></b>	<b><i>Program Planning and Development (PPD) 12.3</i></b>	<b><i>Program Planning and Development (PPD) 12.4</i></b>
		<input type="radio"/> I can describe program budget and planning as it applies to the early childhood setting.	<input type="radio"/> I can describe the budget plan and follow procedures and processes related to program budget.	<input type="radio"/> I develop, monitor and analyze the program budget and begins to use additional financial management tools (e.g. income statements, balance sheets, cash flow analysis).	<input type="radio"/> I provide guidance, support, and professional development on the development of business policies, procedures, and best practices that foster a system of checks and balances and effective budgeting and analysis.
		<b><i>Program Planning and Development (PPD) 13.1</i></b>	<b><i>Program Planning and Development (PPD) 13.2</i></b>	<b><i>Program Planning and Development (PPD) 13.3</i></b>	<b><i>Program Planning and Development (PPD) 13.4</i></b>

		<input type="radio"/> I can describe ways to use materials, supplies and equipment efficiently.	<input type="radio"/> I use materials, supplies, and equipment efficiently. I maintain an inventory of supplies, materials, and equipment.	<input type="radio"/> I develop and monitor a fiscal business plan that accounts for an adequate inventory of supplies, materials, and equipment.	<input type="radio"/> I establish relationships with multiple funding streams to support sound adequate resources, including resource sharing.
--	--	---	--	---	--

## CORE COMPETENCY DOMAIN: Teaching Practices

**Rationale:** Early childhood educators are responsible for planning, implementing, and supporting intentional experiences that promote children’s growth, development, and learning in all developmental domains. Understanding that children learn from a supportive physical and temporal environment, it is important that early childhood educators create opportunities where all children can play interactively, communicate, create, explore, and construct knowledge to better understand their world. Establishing a learning environment with regard for student perspectives and that honors all children’s individual strengths, languages, needs, and reflects diversity also helps to build a responsive early childhood setting. Planning and implementing a curriculum that responds to the developmental needs of each child and allows children to construct knowledge, skills, concepts, attitudes, and dispositions through intentional experiences enhances the learning environment.

How early childhood educators interact with children is critical to how they learn. Educators are responsible for planning, implementing, and supporting experiences that meet each child’s unique development, growth patterns, and learning styles in all domains. This type of planning leads to teaching practices that focus on exactly how each child is developing. It also outlines specific strategies to facilitate the growth and learning needed for each child to achieve the next level. This type of intentional teaching demonstrates an understanding that children learn through interacting and play with adults and peers. It capitalizes on children’s natural ability to create, explore, and construct new understanding of the world. In learning environments where children’s perspectives are heard and respected as well as honoring individual strengths, languages, needs and diversity, children thrive and learn to the best of their abilities. Children in learning environments that are planned with intentionality develop the knowledge, skills, concepts, attitudes and dispositions needed to become successful learners.

Categories		Level 1	Level 2	Level 3	Level 4
		<i>Teaching Practices (TP) 1.1</i>	<i>Teaching Practices (TP) 1.2</i>	<i>Teaching Practices (TP) 1.3</i>	<i>Teaching Practices (TP) 1.4</i>
<b>Planning Framework for Curricula and Learning Environment</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can outline effective strategies to use to encourage learning for all children, including Dual Language Learners.  Some strategies I use include scaffolding, the use of feedback loops, and concept development through real world examples and strategic use of the child’s home	<input type="radio"/> I plan and implement daily opportunities that include specific instructional strategies to support learning for each child.  Example strategies include scaffolding, the use of feedback loops, and concept development through real	<input type="radio"/> I plan, monitor and evaluate instructional strategies that are used to encourage child growth, development, and learning.	<input type="radio"/> I provide guidance, support, and professional development on topics specific to instructional support.  I articulate the results of assessment to families and appropriate professionals in order to inform program planning, student referral, and the design of formal student plans.

		language.	world examples, strategic use of the home language.		
		<b>Teaching Practices (TP) 2.1</b>	<b>Teaching Practices (TP) 2.2</b>	<b>Teaching Practices (TP) 2.3</b>	<b>Teaching Practices (TP) 2.4</b>
		<input type="radio"/> I can outline examples of strategies used in classroom organization that lead to learning.  Examples may include: <ul style="list-style-type: none"> <li>• maximizing learning time and daily transitions,</li> <li>• use of a variety of modalities and materials to promote learning, and</li> <li>• establishing clear expectations.</li> </ul>	<input type="radio"/> I plan and organize the classroom to maximize growth, development and learning.  I use intentional strategies to: plan for learning throughout the day, practice a variety of modalities and materials to promote learning, establish clear expectations that accommodate and make adaptations for all children.	<input type="radio"/> I plan, monitor and evaluate strategies used in classroom organization to maximize child growth, development, and learning.	<input type="radio"/> I provide guidance, support, and professional development on strategies used in organizing classroom environments to promote learning.  I implement management strategies that promote child growth, development, and learning.
		<b>Teaching Practices (TP) 3.1</b>	<b>Teaching Practices (TP) 3.2</b>	<b>Teaching Practices (TP) 3.3</b>	<b>Teaching Practices (TP) 3.4</b>
		<input type="radio"/> I show respect for each child's uniqueness by providing materials that reflect gender, family, race, language, culture, and special needs.	<input type="radio"/> I plan, select and use materials and learning opportunities that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.	<input type="radio"/> I plan and evaluate materials for all age levels to ensure that they reflect a wide range of cultures and special needs, including those represented within the community.	<input type="radio"/> I provide and advocate in a leadership role for families, early childhood educators, and community stakeholders.  <input type="radio"/> I implement professional development on the importance of providing learning opportunities in early childhood settings that reflect the needs of the community.

		<b>Teaching Practices (TP) 4.1</b>	<b>Teaching Practices (TP) 4.2</b>	<b>Teaching Practices (TP) 4.3</b>	<b>Teaching Practices (TP) 4.4</b>
		<input type="radio"/> I follow procedures for classroom curriculum- based observation and documentation of children’s development.  I work with others to use information from observations when interacting with children.	<input type="radio"/> I use information from observations to implement and monitor learning opportunities for children.	<input type="radio"/> (a). I plan and evaluate curriculum- based learning opportunities in the classroom to meet the needs of all children.  <input type="radio"/> (b). I plan and monitor curriculum models based on evidence of positive climate, teacher sensitivity, and regard for children with varied abilities and focus.	<input type="radio"/> (a). I evaluate and design curricula and curricula frameworks based on observable child data and current research on child development.  <input type="radio"/> I provide support and professional development on program curriculum development and the implementation of curriculum- based learning opportunities including family- child learning opportunities to promote learning in the home.
		<b>Teaching Practices (TP) 5.1</b>	<b>Teaching Practices (TP) 5.2</b>	<b>Teaching Practices (TP) 5.3</b>	<b>Teaching Practices (TP) 5.4</b>
		<input type="radio"/> I can describe program transition steps and practices and how these connect to the comprehensive well-being of children.	<input type="radio"/> I implement the program transition practices and offers feedback to team members for needed adjustments.	<input type="radio"/> I create policies and procedures and plans specific program transition activities to support the developmental needs of children; I make adjustments as necessary.	<input type="radio"/> I build systems to support program transitional processes and practices in order to sustain and build child growth and development.
		<b>Teaching Practices (TP) 6.1</b>	<b>Teaching Practices (TP) 6.2</b>	<b>Teaching Practices (TP) 6.3</b>	<b>Teaching Practices (TP) 6.4</b>

		○ I provide information about my program and individual children that will facilitate the relationships being established between programs.	○ I discuss with my team any ideas and questions that will affect communication between sending and/or receiving programs in order to strengthen the relationship, curriculum, and program transition activities.	○ I establish and maintain policies, procedures, and processes that support the relationship between sending and receiving programs.	○ I advocate and provide professional development around the importance of building cross-program relationships to support program transition activities.
		<b>Teaching Practices (TP) 7.1</b>	<b>Teaching Practices (TP) 7.2</b>	<b>Teaching Practices (TP) 7.3</b>	<b>Teaching Practices (TP) 7.4</b>
<b>Physical Health Development</b>	○ I am new to this area.	○ I can identify the varieties of equipment, learning opportunities, and experiences that promote the physical development of all children.	○ I plan and organize classroom space and use equipment for in order for all children to explore and promote physical development.	○ I plan, monitor, evaluate and recommend equipment, learning opportunities, and use of space that best promotes physical development within the child's natural settings.	○ I create early childhood settings that promote and advocate for child and staff development using knowledge of current research on physical development.
		<b>Teaching Practices (TP) 8.1</b>	<b>Teaching Practices (TP) 8.2</b>	<b>Teaching Practices (TP) 8.3</b>	<b>Teaching Practices (TP) 8.4</b>
		○ I can describe how learning opportunities for all children can integrate physical development within all curriculum areas. Examples include opportunities for outdoors and indoors, and using both fine and gross motor skills.	○ I embed physical development into all curriculum areas.  I include physical development as part of curriculum planning for learning opportunities for all children.	○ I plan, monitor and evaluate program curriculum for integration of daily routines and learning opportunities that promote physical development for all children.	○ I design and implement professional development using current theory and research on how to promote physical development and health for all children.
		<b>Teaching Practices (TP) 9.1</b>	<b>Teaching Practices (TP) 9.2</b>	<b>Teaching Practices (TP) 9.3</b>	<b>Teaching Practices (TP) 9.4</b>
		○ I can identify adaptations of physical learning opportunities for children with special needs.	○ I adapt learning opportunities for children with special needs.	○ I plan alternative strategies for learning for children with limited mobility or other	○ I build systems that support alternative methods for learning for children with limited mobility or

				physical disabilities.	other physical disabilities; I use resources within the community to enhance learning opportunities.
		<b>Teaching Practices (TP) 10.1</b>	<b>Teaching Practices (TP) 10.2</b>	<b>Teaching Practices (TP) 10.3</b>	<b>Teaching Practices (TP) 10.4</b>
<b>Physical Proximity and Engagement</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I establish close physical proximity to children in order to build warm emotional connections.	<input type="radio"/> I engage with children using positive interactions and striving for back and forth turn taking in conversations. I encourage positive peer interactions. When possible, I use a child's home language during interactions.	<input type="radio"/> I plan for engagement with children by using positive reciprocal interactions, enthusiasm, eye contact, and body orientation. I adapt interactions based on knowledge of family cultural practices.	<input type="radio"/> I design professional development that outlines strategies to help develop a positive climate within classroom environment and curriculum.
		<b>Teaching Practices (TP) 11.1</b>	<b>Teaching Practices (TP) 11.2</b>	<b>Teaching Practices (TP) 11.3</b>	<b>Teaching Practices (TP) 11.4</b>
<b>Language and Literacy Development</b>  <b>Reference:</b> <b>Colorado Early Learning and Development Guidelines</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can identify strategies that support children in communicating their thoughts and feelings both verbally and non-verbally in any language.	<input type="radio"/> I model communication strategies when talking with and listening to children; I engage in verbal and non-verbal communication including children with varying abilities and home languages.	<input type="radio"/> I plan, monitor and evaluate curricula and teaching approaches to be sure they stimulate development in communication, both verbal and non-verbal.	<input type="radio"/> I evaluate and create developmentally appropriate practices which promote communication skills in early childhood settings in collaboration with families, early childhood educators, community agencies and specialists.
		<b>Teaching Practices (TP) 12.1</b>	<b>Teaching Practices (TP) 12.2</b>	<b>Teaching Practices (TP) 12.3</b>	<b>Teaching Practices (TP) 12.4</b>

		<input type="radio"/> I can identify the differences between and typical and atypical communication and language development.  <input type="radio"/> I communicate depending on the child's developmental level.	<input type="radio"/> I use instructional strategies to promote communication and language development with students experiencing typical and atypical development.	<input type="radio"/> I plan learning opportunities and curriculum to promote communication and language development in early childhood settings for all children, including those who are experiencing atypical development and those who do not speak English.	<input type="radio"/> I adapt curriculum learning opportunities and experiences to meet the individual language and literacy needs of each child.  <input type="radio"/> I recommend adaptations in collaboration with families and other professionals.
		<b>Teaching Practices (TP) 13.1</b>	<b>Teaching Practices (TP) 13.2</b>	<b>Teaching Practices (TP) 13.3</b>	<b>Teaching Practices (TP) 13.4</b>
		<input type="radio"/> I can name a variety of developmentally appropriate songs, books, and games which reflect native and diverse languages.  <input type="radio"/> I incorporate the use of these resources when possible.	<input type="radio"/> I use songs, books, and games that reflect native languages and cultures in daily routines and learning opportunities.	<input type="radio"/> I plan, monitor and evaluate strategies to support dual language learners.  <input type="radio"/> I promote understanding of how oral and written vocabularies develop in first and second language learners.	<input type="radio"/> I create professional development opportunities on current research and best practices for dual language acquisition in young children.
		<b>Teaching Practices (TP) 14.1</b>	<b>Teaching Practices (TP) 14.2</b>	<b>Teaching Practices (TP) 14.3</b>	<b>Teaching Practices (TP) 14.4</b>
		<input type="radio"/> I enforce the value of preserving the child's home language and culture.	<input type="radio"/> I plan and monitor learning opportunities to foster oral English language development. I honor and support the use of home language and culture.	<input type="radio"/> I plan and evaluate learning opportunities that value the child's home language and culture.	<input type="radio"/> I create professional development using current theory and best practices on emerging trends in language acquisition, development, and early literacy.
		<b>Teaching Practices (TP) 15.1</b>	<b>Teaching Practices (TP) 15.2</b>	<b>Teaching Practices (TP) 15.3</b>	<b>Teaching Practices (TP) 15.4</b>
		<input type="radio"/> I identify strategies to encourage children to communicate with each other and with adults in both English and home languages.	<input type="radio"/> I effectively engage children by applying knowledge of individual children's interests, child development, curricula, and the Early Learning and	<input type="radio"/> I evaluate knowledge of large and small group learning opportunities to support staff in enhancing the use of language structures to promote	<input type="radio"/> I build systems that support language structures and peer literacy learning.

		<p>Examples include:</p> <ul style="list-style-type: none"> <li>• frequent conversation (serve and return interaction) and</li> <li>• open-ended questions.</li> </ul>	<p>Development Guidelines. Strategies include guided exploration, building vocabulary, and learning activities combining literature, science, math and social studies.</p>	<p>communication skills.</p>	
		<b>Teaching Practices (TP) 16.1</b>	<b>Teaching Practices (TP) 16.2</b>	<b>Teaching Practices (TP) 16.3</b>	<b>Teaching Practices (TP) 16.4</b>
		<input type="radio"/> I notice atypical language development not being addressed by multi-tiered intervention.	<input type="radio"/> I plan and monitor multi-tiered intervention (i.e., universal, targeted, and intensive).	<input type="radio"/> I understand and connect the purposes of different kinds of language development assessments (i.e., screening, progress, diagnostic, and outcomes) and implement opportunities to provide families with viable options.	<input type="radio"/> I create an environment where professionals can learn how to select, administer, and interpret valid and reliable classroom screening and monitoring measures to make sound instructional decisions.
		<b>Teaching Practices (TP) 17.1</b>	<b>Teaching Practices (TP) 17.2</b>	<b>Teaching Practices (TP) 17.3</b>	<b>Teaching Practices (TP) 17.4</b>
		<input type="radio"/> I identify and participate in established developmentally appropriate daily learning opportunities to support language and literacy development.	<input type="radio"/> I plan and assure daily interactive reading aloud of appropriate quality children's literature and book reading to support learning in all curriculum areas including a print-rich environment in which print is used for authentic purposes. When possible, I conduct reading activities in child's home language.	<input type="radio"/> I plan, monitor, and evaluate curriculum consistent with current theories of language acquisition, literacy development, and independent reading.	<input type="radio"/> I advocate for the importance of language and literacy development through collaborating with other local literacy groups to sponsor events and consumer education to build awareness about the importance of language and literacy development.

		<b><i>Teaching Practices (TP) 18.1</i></b>	<b><i>Teaching Practices (TP) 18.2</i></b>	<b><i>Teaching Practices (TP) 18.3</i></b>	<b><i>Teaching Practices (TP) 18.4</i></b>
		○ I recognize that children learn conventions of print through authentic use and exploration of its function.	○ I plan and organize daily opportunities for children to read and write for authentic and meaningful reasons (i.e., to communicate, to convey information, to record and share meaningful information; in socio-dramatic and block play and with environmental print throughout the program).	○ I plan, monitor, and evaluate curriculum for alignment with current NAEYC position statements, research, and developmentally effective practice of language acquisition and early literacy development.	○ I advocate for and /or provide professional development to support rich and authentic classroom literacy experiences which effectively support young children's literacy development in a variety of modalities.
		<b><i>Teaching Practices (TP) 19.1</i></b>	<b><i>Teaching Practices (TP) 19.2</i></b>	<b><i>Teaching Practices (TP) 19.3</i></b>	<b><i>Teaching Practices (TP) 19.4</i></b>
		○ I recognize and participate in meaningful literacy experiences that support children's development of phonological and phonemic awareness, concepts of print, alphabetic principle and phonics, vocabulary development, and comprehension.	○ I plan engaging and developmentally effective, intentional and systematic literacy experiences that support children's development of phonological and phonemic awareness, concepts of print, alphabetic principle and phonics, vocabulary development and comprehension.	○ I support, monitor, and evaluate the delivery of literacy curriculum for alignment with current theories, research, and developmentally effective practices of early reading development.	○ I advocate for and provide guidance to stakeholders and programs seeking alignment with current theories and research on effective early language and literacy development, including early reading.
		<b><i>Teaching Practices (TP) 20.1</i></b>	<b><i>Teaching Practices (TP) 20.2</i></b>	<b><i>Teaching Practices (TP) 20.3</i></b>	<b><i>Teaching Practices (TP) 20.4</i></b>

<p>Cognitive Development</p> <p>Reference: Colorado Early Learning and Development Guidelines</p>	<p><input type="radio"/> I am new to this area.</p>	<p><u>Mathematics</u></p> <p><input type="radio"/> I can identify mathematical language to use with children during daily routines (e.g., bigger than, as many as, more than, round, or flat).</p>	<p><u>Mathematics</u></p> <p><input type="radio"/> I use intentional mathematical language with children during daily learning opportunities (e.g., bigger than, as many as, more than, round, or flat).</p>	<p><u>Mathematics</u></p> <p><input type="radio"/> I plan, review and evaluate developmentally appropriate learning opportunities that will support the beginning understanding of:</p> <ul style="list-style-type: none"> <li>• numbers, quantity, grouping, and ordering</li> <li>• changes in structure, shape, and size</li> <li>• comparing size and measuring.</li> </ul>	<p><u>Mathematics</u></p> <p><input type="radio"/> I create professional development opportunities using current theory and research on strategies to promote mathematical thinking in the young child.</p>
		<b><i>Teaching Practices (TP) 21.1</i></b>	<b><i>Teaching Practices (TP) 21.2</i></b>	<b><i>Teaching Practices (TP) 21.3</i></b>	<b><i>Teaching Practices (TP) 21.4</i></b>
		<p><input type="radio"/> I can describe experiences for children to explore, group, and order objects and materials in the environment.</p>	<p><input type="radio"/> I implement mathematical learning opportunities that support the beginning understanding of:</p> <ul style="list-style-type: none"> <li>• numbers, quantity, grouping and ordering,</li> <li>• changes in structure, shape, and size,</li> <li>• comparing and measuring.</li> </ul> <p><input type="radio"/> I can explain how to support children in getting to the next step of development in mathematical thinking.</p>	<p><input type="radio"/> I plan and monitor developmentally appropriate opportunities formed at school that can be practiced at home related to understanding of:</p> <ul style="list-style-type: none"> <li>• numbers, quantity, grouping, and ordering</li> <li>• changes in structure, shape, and size</li> <li>• comparing and measuring.</li> </ul>	<p><input type="radio"/> I evaluate and design professional development on how opportunities from school can be practiced at home related to the understanding of:</p> <ul style="list-style-type: none"> <li>• numbers, quantity, grouping and ordering</li> <li>• changes in structure, shape, and size</li> <li>• comparing size and measuring</li> </ul>

		<b>Teaching Practices (TP) 22.1</b>	<b>Teaching Practices (TP) 22.2</b>	<b>Teaching Practices (TP) 22.3</b>	<b>Teaching Practices (TP) 22.4</b>
		<input type="radio"/> I can define strategies in which children can develop math concepts.	<input type="radio"/> I create developmentally appropriate learning opportunities to embed math into routines, schedules, and daily transitions.	<input type="radio"/> I plan and assess instructional opportunities that support developing math skills by: <ul style="list-style-type: none"> <li>• connecting ideas,</li> <li>• developing logical and abstract thinking,</li> <li>• questioning, analyzing,</li> <li>• providing support for understanding the world around them.</li> </ul>	<input type="radio"/> I create professional development on how to embed math into routines, schedules, and daily transitions.
		<b>Teaching Practices (TP) 23.1</b>	<b>Teaching Practices (TP) 23.2</b>	<b>Teaching Practices (TP) 23.3</b>	<b>Teaching Practices (TP) 23.4</b>
		<u>Technology:</u> <input type="radio"/> I can identify and explain current best practices on the use of technology in the classroom.	<u>Technology:</u> <input type="radio"/> I implement and apply current best practices on the use of technology in all areas of the classroom.	<u>Technology:</u> <input type="radio"/> I plan and implement guidelines for current best practices on the use of technology by children and staff.	<u>Technology:</u> <input type="radio"/> I create professional development on using current theory and research for best practices in the use of technology in early childhood settings.
		<b>Teaching Practices (TP) 24.1</b>	<b>Teaching Practices (TP) 24.2</b>	<b>Teaching Practices (TP) 24.3</b>	<b>Teaching Practices (TP) 24.4</b>
		<u>Science</u> <input type="radio"/> I can identify learning experiences and materials to support scientific thinking and inquiry.  Examples include experiences for collecting, comparing,	<u>Science</u> <input type="radio"/> I plan and monitor experiences that foster: <ul style="list-style-type: none"> <li>• scientific thinking and inquiry</li> <li>• active exploration of materials in the environment</li> </ul>	<u>Science</u> <input type="radio"/> I plan, assess and evaluate developmentally appropriate learning opportunities that support the beginning understanding of: <ul style="list-style-type: none"> <li>• scientific thinking and inquiry</li> </ul>	<u>Science</u> <input type="radio"/> I create professional development opportunities using current theory and research on strategies to promote scientific knowledge and inquiry in early childhood settings.

		investigating, problem-solving, predicting, observing, exploring, and documenting.	<ul style="list-style-type: none"> <li>• active exploration of the natural outdoor environment.</li> </ul>	<ul style="list-style-type: none"> <li>• active exploration of materials in the environment</li> <li>• active exploration of the natural outdoor environment.</li> </ul>	
		<b>Teaching Practices (TP) 25.1</b>	<b>Teaching Practices (TP) 25.2</b>	<b>Teaching Practices (TP) 25.3</b>	<b>Teaching Practices (TP) 25.4</b>
		○ I can explain how to provide experiences for children to ask questions and find answers through active exploration of materials in the child's daily environments.	○ I plan and monitor strategies for science and nature exploration based on children's emerging interests.	○ I evaluate developmentally appropriate learning opportunities that can be practiced within the home environment related to understanding of: <ul style="list-style-type: none"> <li>• scientific thinking and inquiry</li> <li>• active exploration of materials in the environment</li> <li>• active exploration of the natural outdoor environment.</li> </ul>	○ I design developmentally appropriate learning opportunities that can be practiced within the home related to the understanding of: <ul style="list-style-type: none"> <li>• scientific thinking and inquiry</li> <li>• active exploration of materials in the environment</li> <li>• active exploration of the natural outdoor environment.</li> </ul>
		<b>Teaching Practices (TP) 26.1</b>	<b>Teaching Practices (TP) 26.2</b>	<b>Teaching Practices (TP) 26.3</b>	<b>Teaching Practices (TP) 26.4</b>

		<p><u>Social Studies</u></p> <p><input type="radio"/> I can identify experiences in which children can describe and explain how they understand their own physical, language, and cultural characteristics and those of others.</p> <p>I help make connections between the child's home and the learning experiences in the classroom.</p>	<p><u>Social Studies</u></p> <p><input type="radio"/> I plan and monitor learning opportunities that foster an understanding of:</p> <ul style="list-style-type: none"> <li>• past, present, and future</li> <li>• the school and their community</li> <li>• a wide variety of cultures and languages</li> <li>• differences in family and community member roles, jobs, and rules in various cultures.</li> </ul> <p><input type="radio"/> I involve families in making the connection between learning at school and at home.</p>	<p><u>Social Studies</u></p> <p><input type="radio"/> I evaluate developmentally appropriate learning opportunities that can be extended to the home related to understanding of:</p> <ul style="list-style-type: none"> <li>• past, present, and future</li> <li>• the school and their community</li> <li>• a wide variety of cultures and languages</li> <li>• differences in family and community member roles, jobs, and rules in various cultures.</li> </ul>	<p><u>Social Studies</u></p> <p><input type="radio"/> I create professional development opportunities using current theory and research on best practice strategies to promote social studies and encourage home school connections.</p>
		<b><i>Teaching Practices (TP) 27.1</i></b>	<b><i>Teaching Practices (TP) 27.2</i></b>	<b><i>Teaching Practices (TP) 27.3</i></b>	<b><i>Teaching Practices (TP) 27.4</i></b>
		<p><input type="radio"/> I can discuss the value of children's play relating to role play and rules and jobs within the community.</p>	<p><input type="radio"/> I plan and monitor learning experiences that foster understanding of the child's community.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• events and locations in close proximity to the program</li> <li>• the people who come into contact</li> </ul>	<p><input type="radio"/> I monitor and evaluate learning experiences that foster understanding of the child's community.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• events and locations in close proximity to the program</li> <li>• the people who come into contact with the children on a routine</li> </ul>	<p><input type="radio"/> I collaborate with partners in the community to arrange for children and families in to work on projects in the community (e.g., community garden, helping with a community event).</p>

			<ul style="list-style-type: none"> <li>with the children on a routine basis</li> <li>elements of family and homes that children may have in common or may be unique</li> <li>natural surroundings</li> </ul>	<ul style="list-style-type: none"> <li>elements of family and homes that children may have in common or may be unique</li> <li>natural surroundings</li> </ul>	
		<b>Teaching Practices (TP) 28.1</b>	<b>Teaching Practices (TP) 28.2</b>	<b>Teaching Practices (TP) 28.3</b>	<b>Teaching Practices (TP) 28.4</b>
		○ I inspire questioning and curiosity in children about why things happen in the world around them, including family, neighborhood and community.	○ I plan and implement strategies for children to expand their understanding of the world around them and their place in it to include family, neighborhood, and community.	○ I evaluate learning opportunities to foster children’s development from their own wants and needs to begin forming relationships outside of their families and exploring the world around them.	○ I create opportunities for community leaders and members to become involved in their neighborhood early childhood programs.
		<b>Teaching Practices (TP) 29.1</b>	<b>Teaching Practices (TP) 29.2</b>	<b>Teaching Practices (TP) 29.3</b>	<b>Teaching Practices (TP) 29.4</b>
<b>Social-Emotional Development</b>	○ I am new to this area.	○ I can describe the effects of stress, separation, and transition on children’s social and emotional development.	○ I implement appropriate guidance strategies to help children develop social and emotional competence and to lessen the effects of stress, separation and transition.	○ I evaluate physical and temporal environments (i.e., scheduling and pacing) and learning opportunities that foster children’s social and emotional development. I plan and monitor a research based social emotional program.	○ I develop and implement strategies in collaboration with families and other professionals in the community to foster positive social and emotional development.
		<b>Teaching Practices (TP) 30.1</b>	<b>Teaching Practices (TP) 30.2</b>	<b>Teaching Practices (TP) 30.3</b>	<b>Teaching Practices (TP) 30.4</b>

		○ I can describe examples of intentional teaching and responsive care giving.	○ I plan and implement intentional management and supervision strategies to prevent children’s challenging behaviors and promote positive behaviors.	○ I evaluate learning opportunities for use of intentional teaching strategies and the expansion of positive social and emotional skills.	○ I create professional development opportunities that demonstrate how to promote intentional teaching for responsive care giving strategies.
		<b>Teaching Practices (TP) 31.1</b>	<b>Teaching Practices (TP) 31.2</b>	<b>Teaching Practices (TP) 31.3</b>	<b>Teaching Practices (TP) 31.4</b>
		○ I can provide examples of strategies for children to express empathy and respect for others.	○ I demonstrate behaviors that illustrate empathy and mutual respect in interactions with and between children, with other staff and with families.	○ I evaluate environments and recommend learning opportunities to encourage children’s use of strategies that express empathy and respect for others. I encourage strategies for including others while respecting each child’s unique personality and temperament.	○ I develop curricula that promote social and emotional competence and positive approaches to learning using knowledge of social and emotional development.
		<b>Teaching Practices (TP) 32.1</b>	<b>Teaching Practices (TP) 32.2</b>	<b>Teaching Practices (TP) 32.3</b>	<b>Teaching Practices (TP) 32.4</b>
		○ I can describe strategies for helping children to develop age-appropriate understanding of emotions in themselves and others.  I can give examples of appropriate ways of communicating and responding to emotions (verbal or non-verbal).	○ I plan and monitor learning opportunities and provide materials to help children understand, acquire, and use verbal and nonverbal means of communicating and responding to thoughts and feelings in an adaptive way.	○ I create and evaluate policies, procedures, and practices that support: <ul style="list-style-type: none"> <li>• opportunities for children to develop age-appropriate understanding of emotions in themselves and others</li> <li>• appropriate ways of communicating and responding to emotions (verbal or non-verbal).</li> </ul>	○ I provide research-based professional development about daily experiences and routines to help children develop: <ul style="list-style-type: none"> <li>• age-appropriate understanding of emotions in themselves and others</li> <li>• appropriate ways of communicating and responding to emotions (verbal or non-verbal).</li> </ul>

		<i>Teaching Practices (TP) 33.1</i>	<i>Teaching Practices (TP) 33.2</i>	<i>Teaching Practices (TP) 33.3</i>	<i>Teaching Practices (TP) 33.4</i>
		○ I can cite examples of strategies to help children develop positive self-concept and identity.	○ I plan and monitor experiences and strategies that help children feel like valued members of the group while supporting the development of a positive self-concept and identity.	○ I plan, monitor and evaluate an environment and learning opportunities that allow children to develop and grow in their relationships and support development of a positive self-concept.	○ I create professional development opportunities about the importance of creating environments where children are supported in the development of self-concept and establishing relationships.
		<i>Teaching Practices (TP) 34.1</i>	<i>Teaching Practices (TP) 34.2</i>	<i>Teaching Practices (TP) 34.3</i>	<i>Teaching Practices (TP) 34.4</i>
		○ I can cite three strategies that help children develop self-help and problem-solving skills.	○ I model and facilitate effective problem-solving and conflict resolution skills with children (includes support for self-regulation, emotional literacy and positive communication).	○ I plan and evaluate strategies that promote problem-solving and conflict resolution for children and adults using evidence based strategies.	○ I advocate, both in early childhood settings and in the community, for the promotion of problem-solving and conflict resolution skills in early childhood.  ○ I promote a keen awareness of current social-emotional issues and trends, legal issues including procedural safeguards, legislation, and other public policies affecting early childhood professionals. (eg. preschool expulsion rates, long term effects of toxic stress on brain development and learning, etc.).
		<i>Teaching Practices (TP) 35.1</i>	<i>Teaching Practices (TP) 35.2</i>	<i>Teaching Practices (TP) 35.3</i>	<i>Teaching Practices (TP) 35.4</i>

		○ I can cite examples of how the environment and the interactive experiences in it can support children’s social and emotional development.	○ I plan and implement environments, schedules, and daily routines to foster a child’s social-emotional development; provides continuity of care.	○ I evaluate methods of teaching that foster children’s social-emotional development; incorporates continuity of care.	○ I design early childhood settings that promote continuity of care in collaboration with families, early childhood educators, and community stakeholders.
		<b>Teaching Practices (TP) 36.1</b>	<b>Teaching Practices (TP) 36.2</b>	<b>Teaching Practices (TP) 36.3</b>	<b>Teaching Practices (TP) 36.4</b>
		○ I can cite examples of the impact of culture, language, and diversity on children’s social and emotional development.	○ I plan, monitor and communicate to staff and families about the role of culture, language, and diversity in social and emotional development.	○ Accounting for the role of diversity, I am able to identify atypical social and emotional development; I evaluate and initiate appropriate referral strategies that are sensitive and responsive to diverse needs.	○ I collaborate with other community resources and services to advocate for developmentally appropriate settings and supports that are responsive to children and families needing social, emotional, and/or behavioral assistance.
		<b>Teaching Practices (TP) 37.1</b>	<b>Teaching Practices (TP) 37.2</b>	<b>Teaching Practices (TP) 37.3</b>	<b>Teaching Practices (TP) 37.4</b>
<b>Fostering Creativity</b>	○ I am new to this area.	○ I notice how diversity affects children’s methods of creative expression.	○ I plan and monitor learning opportunities to ensure they support an appreciation for creative and aesthetic experiences within the community (includes diverse creative expression).	○ I evaluate learning opportunities within curricula to ensure they include aesthetic experiences from the community and other cultures.	○ I advocate for aesthetic and cultural learning opportunities and environments in early childhood settings.
		<b>Teaching Practices (TP) 38.1</b>	<b>Teaching Practices (TP) 38.2</b>	<b>Teaching Practices (TP) 38.3</b>	<b>Teaching Practices (TP) 38.4</b>

		○ I can describe the role of spontaneous and extended peer and solitary play in developing creative thinking.	○ I embed learning opportunities that allow children the time and space to participate in spontaneous and extended peer and solitary play based on their interests.	○ I evaluate and implement learning opportunities which demonstrate the importance of interactive peer and solitary play in daily experiences and in the program's curriculum.	○ I advocate for the promotion and benefits of interactive peer and solitary play in early childhood settings.
		<b>Teaching Practices (TP) 39.1</b>	<b>Teaching Practices (TP) 39.2</b>	<b>Teaching Practices (TP) 39.3</b>	<b>Teaching Practices (TP) 39.4</b>
		○ I can identify open-ended materials which encourage creativity; I can describe how the process of creating is more important than the end product.	○ I plan and monitor learning opportunities and provides materials for children to express/develop creativity through music, movement, dramatic play, visual arts, construction, storytelling, blocks, sand and water play.	○ I evaluate learning opportunities which encourage creativity through music, movement, dramatic play, visual arts, construction, storytelling, blocks and water play.	○ I collaborate with families and community members to bring the creative arts into the program.
		<b>Teaching Practices (TP) 40.1</b>	<b>Teaching Practices (TP) 40.2</b>	<b>Teaching Practices (TP) 40.3</b>	<b>Teaching Practices (TP) 40.4</b>
		○ I can describe opportunities for children to use a variety of media for creative learning opportunities in language, music, dramatic play, and art.	○ I plan and monitor time, materials, and space to explore and experiment with creative expression in multiple media.	○ I evaluate and communicate to others the process for developing curricula that promote creative expression.	○ I advocate for the promotion of creative expression in early childhood curricula.
		<b>Teaching Practices (TP) 41.1</b>	<b>Teaching Practices (TP) 41.2</b>	<b>Teaching Practices (TP) 41.3</b>	<b>Teaching Practices (TP) 41.4</b>

<b>How Children Learn and Approaches to Learning</b>	<input type="radio"/> I am new to this area.	<input type="radio"/> I can identify how interactive peer play provides opportunities for children to grow and learn.  <input type="radio"/> I can cite examples of how play may differ depending on the developmental abilities of the children.	<input type="radio"/> I plan and monitor diverse opportunities that promote developmental outcomes children attain through interactive peer play (e.g., painting on an easel helps children practice fine motor skills).	<input type="radio"/> I set goals for curricula planning that support child growth, development, and learning. I evaluate interactive peer play and other play opportunities.	<input type="radio"/> I develop professional development opportunities using current theory, policies, and research on interactive peer play and environments that support/encourage it.
		<b>Teaching Practices (TP) 42.1</b>	<b>Teaching Practices (TP) 42.2</b>	<b>Teaching Practices (TP) 42.3</b>	<b>Teaching Practices (TP) 42.4</b>
		<input type="radio"/> I access the Colorado Academic Standards/Early Learning and Development Guidelines; I can identify the connection between typical child growth and development and those outlined in the standards.	<input type="radio"/> I provide practices in support of the Colorado Academic Standards/Early Learning and Development Guidelines that are adapted based on children’s typical development.	<input type="radio"/> I plan and evaluate opportunities within the program to share information with families, staff and colleagues about typical developmental domains and their relationship to the Colorado Academic Standards/Early Learning and Development Guidelines.	<input type="radio"/> I participate in local, state, and national efforts around the Colorado Academic Standards/Early Learning and Development Guidelines.
		<b>Teaching Practices (TP) 43.1</b>	<b>Teaching Practices (TP) 43.2</b>	<b>Teaching Practices (TP) 43.3</b>	<b>Teaching Practices (TP) 43.4</b>
		<input type="radio"/> I can define strategies for children both in the classroom and at home to explore multi-sensory experiences.	<input type="radio"/> I plan and monitor learning environments and experiences that actively engage children in multi-sensory exploration and discovery.	<input type="radio"/> I evaluate environments and experiences that allow children to actively explore and discover the world around them both inside and outside.	<input type="radio"/> I provide professional development opportunities using current theory and research on learning environments and various teaching approaches that encourage active exploration and discovery.
		<b>Teaching Practices (TP) 44.1</b>	<b>Teaching Practices (TP) 44.2</b>	<b>Teaching Practices (TP) 44.3</b>	<b>Teaching Practices (TP) 44.4</b>

		<p><input type="radio"/> I can describe the importance of developing a child’s approach to learning (i.e. attentiveness, curiosity, initiative, cooperation, persistence, problem solving and reasoning) and support activities that foster this development.</p>	<p><input type="radio"/> I implement activities that encourage the development of positive approaches to learning.</p> <p><input type="radio"/> I can describe strategies that foster development of these approaches. For example:</p> <ul style="list-style-type: none"> <li>• encouraging children to wonder and ask questions</li> <li>• asking children to predict what they will see or what will happen</li> <li>• including children in discussions</li> <li>• actively encouraging cooperation and peer play</li> </ul>	<p><input type="radio"/> I plan and analyze policies, procedures and practices that promote the development of positive approaches to learning.</p>	<p><input type="radio"/> I build systems that support the development of approaches to learning.</p>
		<b><i>Teaching Practices (TP) 45.1</i></b>	<b><i>Teaching Practices (TP) 45.2</i></b>	<b><i>Teaching Practices (TP) 45.3</i></b>	<b><i>Teaching Practices (TP) 45.4</i></b>
		<p><input type="radio"/> I can identify strategies for maximizing learning time throughout the daily routine.</p> <p><input type="radio"/> I can explain the value of flexible schedules, routines, and daily transitions for meeting the learning needs of all children.</p>	<p><input type="radio"/> I create a developmentally effective schedule, using a balance of the following learning opportunities:</p> <ul style="list-style-type: none"> <li>• child- and teacher-directed</li> <li>• active and quiet</li> <li>• individual and group</li> <li>• outdoors and</li> </ul>	<p><input type="radio"/> I evaluate and assess policies, procedures, and best practices related to developmentally effective schedules, routines and transitions.</p>	<p><input type="radio"/> I provide guidance, support and professional development on designing schedules, routines and daily transitions that maximize children’s growth, development and learning.</p>

			indoors <input type="radio"/> I maximize learning opportunities throughout all parts of the schedule.		
--	--	--	--	--	--