

# CORE KNOWLEDGE AREA: Child Development

Early childhood professionals have an understanding of how children develop and the factors that are involved in development. They use their understanding of child development combined with their knowledge of each child as an individual to support children's overall development.

Core Knowledge Area & Subheading	Competency	Assessment Tool	Examples
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## CHILD DEVELOPMENT: LEVEL I COMPETENCIES

		new	emerging	solid	
<b>A. How Children Develop</b>	1. Describes principles of growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Identifies and defines developmental domains (physical, cognitive, social-emotional, communication)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Identifies basic developmental milestones of children prenatal through middle childhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Identifies several ways that children are different from adults in learning, thinking, behavior and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Recognizes that the progression of feeding skills is an indicator of development, especially in infants and toddlers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Describes the role of play and exploration in children's overall development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Recognizes the importance of observing and documenting children's development; begins to keep observation-based records and communicates with others about the observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Influences on Child Development</b>	8. Defines adult-infant attachment and explains how it is important in supporting exploration and later development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Describes the relationship between fulfilling children's basic needs and its impact on growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10. Recognizes the progression of age-appropriate eating skills and the attachment and social/emotional development that occurs during feeding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Understands that children's families and other social environments play important roles in supporting and shaping development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12. Identifies factors in the environment that impact development, including prenatal factors, media factors, pollutants and contaminants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	13. Recognizes that stress resulting from trauma, abuse, neglect, poverty, and other factors impacts children's development and behavior in individual ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Individual Variance</b>	14. Defines temperament and the role it plays in how children respond to people and the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15. Identifies children's basic needs, such as nutrition, trust, safety, attention and belonging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	16. Distinguishes between typical and atypical development, recognizing that there is a range of ages at which children acquire skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17. Defines resiliency as it applies to children and names characteristics of a resilient child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
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CHILD DEVELOPMENT: LEVEL II COMPETENCIES

		new	emerging	solid	
<b>A. How Children Develop</b>	18. Identifies major theories and theorists of child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	19. Identifies 3 – 4 main aspects of one’s own personal philosophy about how children grow and learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	20. Explains how exploration and play is a driving force in children’s development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	21. Explains how findings from brain development research apply to early care and education practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	22. Describes the sequence of communication development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	23. Describes the sequence of physical development, including gross and fine motor skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	24. Describes the sequence of cognitive development in children, including language and communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	25. Describes the sequence of social and emotional development in children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Influences on Child Development</b>	26. Chooses observation strategies appropriate to observing and recording developmental changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	27. Describes different patterns of attachment and the ways that adult interactions support the development of healthy attachment relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	28. Identifies characteristics of people and environments that promote and support development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	29. Describes specific ways that environment factors influence development, including prenatal factors, media factors, pollutants and contaminants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	30. Describes specific ways that stress due to trauma, abuse, neglect, poverty and other factors impacts children’s development and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		31. Explains the variety of ways children experience grief and loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C. Individual Variance</b>	32. Considers temperament and other individual differences when explaining individual children’s development and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	33. Identifies the needs of children based on observation, understanding individuals and their cues, signals and communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	34. Describes factors influencing resiliency in children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	35. Identifies aspects of children’s health status that impact behavior, interactions and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	36. Recognizes when to seek the help of others in understanding and addressing children’s atypical development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		37. Identifies resources for acquiring information about atypical development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
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CHILD DEVELOPMENT: LEVEL III COMPETENCIES

new    emerging    solid

<p><b>A. How Children Develop</b></p>	<p>38. Compares and contrasts major theories of child development, identifying underlying processes and sources of influence in different theories</p> <p>39. Applies knowledge of the sequence of development (across all domains) to anticipate children's interests and needs</p> <p>40. Uses observation strategies to analyze children's play, interests and actions and record developmental changes</p> <p>41. Names a variety of practices that support brain development in infants and toddlers and chooses appropriate practices within the program</p>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	
<p><b>B. Influences on Child Development</b></p>	<p>42. Supports children in creating healthy attachment relationships with significant adults</p> <p>43. Employs strategies that support and optimize the healthy development of children</p> <p>44. Considers the impact of stress (due to trauma, abuse, neglect, poverty and other factors) when addressing the needs of individual children</p> <p>45. Identifies environment factors influencing development in individual children, including prenatal factors, media factors, pollutants and contaminants</p> <p>46. Analyzes physical or behavior changes in children as possible indicators of the presence of stress and takes appropriate action</p> <p>47. Responds appropriately to the variety of ways children experience grief and loss</p>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	
<p><b>C. Individual Variance</b></p>	<p>48. Integrates information on child development with an understanding of individual children's needs and interests to tailor the program to each child</p> <p>49. Monitors children's health status and intervenes appropriately when it impacts their behavior, interactions and learning</p> <p>50. Incorporates practices that support children's resiliency into the program</p> <p>51. Identifies strengths, needs, and interests of each child and develops strategies to support each child's growth and development</p> <p>52. Identifies and discusses issues in child development arising from differences in gender, race, culture, and class</p> <p>53. Collaborates with parents in seeking the help of specialists in assessing, understanding and addressing their children's atypical development</p>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	

# CORE KNOWLEDGE AREA: FAMILIES & COMMUNITIES

Early childhood professionals understand that children are members of a family and that both the family and the program are part of a community. They work in partnership with families by communicating respectfully and by sharing information and resources that support children and families.

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
<b>A. Relationships</b>	1. Describes qualities of programs that are healthy, accessible, inclusive and welcoming for all families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Describes why it is important to build strong relationships with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Identifies strengths in family members and family units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Describes what a strengths-based, family-centered practice means and identifies key practices in partnering with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Communication</b>	5. Identifies different ways to communicate with families (verbal, non-verbal, written, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Describes effective, respectful strategies and techniques for communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Identifies and explores one's own personal beliefs, values and biases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Examines one's communication skills for cultural sensitivity and overall effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Knows the family structure, values and traditions of each child in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Community Involvement &amp; Resources</b>	10. Identifies local community resources that support children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Identifies state and national resources that support children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12. Establishes collaborative, positive working relationships with service providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	13. Supports families to access resources that meet families' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## FAMILIES & COMMUNITIES: LEVEL II COMPETENCIES

<b>A. Relationships</b>	14. Partners with families to develop healthy behaviors and routines for their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15. Uses practices that value and build on family strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	16. Supports families as active decision-makers and educators of their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17. Shares knowledge of child development and individual variances with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	18. Informs parents about activities and events in the program and suggests ways for families to be involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	19. Recognizes signs of stress or changes in physical or mental health in parents and guardians and provides resources on request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
<b>B. Communication</b>	20. Uses a variety of methods to maintain communication with all families in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	21. Applies a variety of communication strategies and techniques to support and build trusting relationships with children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	22. Utilizes a variety of strategies with families that encourage feedback, evaluation, and involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	23. Describes and implements policies that foster respect and inclusion of all children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Community Involvement &amp; Resources</b>	24. Utilizes community resources within the program that support children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	25. Refers families to appropriate community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	26. Assists families in making their own referrals and requests for services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### FAMILIES & COMMUNITIES: LEVEL III COMPETENCIES

<b>A. Relationships</b>	27. Employs strategies to build networks among families in the program and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	28. Fosters parents' abilities to notice and appreciate their child's development and individuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	29. Creates opportunities for families to engage in the program and to interact with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	30. Plans or participates in parent and community involvement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	31. Monitors at-risk parents and assists parents in accessing appropriate resources as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	32. Articulates and values a strengths-based, family-centered philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Communication</b>	33. Evaluates a variety of communication techniques and selects appropriate methods to support and build trusting relationships with each family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	34. Integrates children's home cultures and languages into the program as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	35. Monitors relationships with families and selects strategies that insure feedback, evaluation, and involvement with all families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	36. Uses a system of multiple communication techniques throughout the program to accommodate a wide range of families' needs or styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Community Involvement &amp; Resources</b>	37. Participates in teams that are coordinating services for children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	38. Maintains a family-centered philosophy when working with others in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# CORE KNOWLEDGE AREA: TEACHING & LEARNING

Early childhood professionals understand that the substance of teaching and learning is in the combination of interactions, routines, and experiences in children’s daily lives.

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
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## TEACHING & LEARNING: LEVEL I COMPETENCIES

		new	emerging	solid	
<b>A. Interactions</b>	1. Demonstrates warm, positive, nurturing, and respectful interactions with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Understands the importance of trusting relationships with children where they feel safe, secure and valued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Identifies a variety of positive guidance techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Monitors children’s relationships and is aware of their involvement with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Facilitates and participates in children’s play without taking over the activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Communicates with others in positive, respectful ways as a model for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Responds to children’s initiations and requests, including the nonverbal cues of infants and toddlers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Uses care-taking activities, such as diapering and dressing, as an opportunity to foster healthy development through positive adult/child interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Learning Environment</b>	9. Describes the elements of a welcoming, supportive, healthy and enriching learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10. Distinguishes between daily schedules and routines that are rigid, flexible, or random	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Provides opportunities for children to explore their own interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12. Describes how to use television, videos, computers, video games and adaptive technologies in appropriate and meaningful ways (e.g., screen time is not appropriate for infants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	13. Identifies key toys and materials necessary in programs for infants, for toddlers and for preschoolers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14. Describes how environments support children’s independence, exploration and positive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15. Identifies how routine activities (such as diapering, toileting or dressing) and daily transition times are important parts of the program				

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
<b>C. Curriculum &amp; Content</b>	16. Recognizes the primary role that sensory experiences, free exploration and play have in children's growth and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17. Identifies where sensory experiences, free exploration and play occur during the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	18. Demonstrates knowledge of the Vermont Early Learning Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	19. Defines "curriculum" as it applies to programs for infants, toddlers and preschoolers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	20. Identifies aspects of the program that support children's emergent literacy, language and communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	21. Reads to children and involves the children through questions and conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	22. Identifies the components of the content areas of math, science, social studies, the arts and literacy for infants, toddlers and preschoolers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	23. Encourages creative expression and identifies how the creative process supports children's growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Assessment</b>	24. Identifies where children's interests and needs are incorporated into the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	25. Practices observing children to identify their interests and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	26. Describes different ways to assess children and different purposes of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	27. Describes different methods for observing and recording children's behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	28. Identifies several documentation strategies that provide evidence of children's development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	29. Understands that information regarding child assessments cannot be discussed or shared without parent permission (release of information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## TEACHING & LEARNING: LEVEL II COMPETENCIES

<b>A. Interactions</b>	30. Uses a variety of positive guidance strategies that respect children and teach appropriate social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	31. Provides opportunities for children to listen, interact, and communicate freely with other children and adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	32. Has reasonable expectations about children's needs, abilities, and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	33. Promotes positive, pro-social relationships among children and helps each child feel accepted in the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	34. Supports children in recognizing and expressing feelings in both themselves and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	35. Guides children to resolve interpersonal conflicts and solve problems with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	36. Asks open-ended questions and encourages children to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	37. Develops plans to transition children into and out of the program and involves families in the plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
<b>B. Learning Environment</b>	38. Creates an environment – using the space, the materials and the routine – that encourages play, exploration and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	39. Follows a daily plan that balances individual, large and small group activities, child-directed and teacher-directed activities, and indoor and outdoor activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	40. Has a daily routine that is predictable yet allows flexibility to support children’s interests and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	41. Provides key toys and materials necessary in programs for infants, for toddlers and for preschoolers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	42. Identifies characteristics of environments that have cultural, ethnic, racial and linguistic diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	43. Provides opportunities for children to engage in extended periods of free exploration and spontaneous play within the daily routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	44. Uses television, videos, computers, video games and adaptive technologies in appropriate and meaningful ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	45. Develops strategies for facilitating routine activities (diapering, dressing) and daily transition times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	46. Changes toys and materials to support and reflect children’s changing needs and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Arranges materials and space so that it is organized and supports independence and positive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>C. Curriculum &amp; Content</b>	48. Describes how children learn specific content (math, literacy, etc.) through their sensory experiences, play, exploration, interactions and inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	49. Provides various sensory experiences and opportunities for play and exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	50. Creates learning experiences appropriate to the developmental level and interests of the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	51. Uses Vermont Early Learning Standards in planning and evaluating programs for preschoolers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	52. Adapts the curriculum, the environment and the materials to meet the needs of individual children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	53. Makes a wide variety of engaging, age-appropriate books easily accessible to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	54. Plans a program that supports learning in all the specific content areas (math, literacy, communication, science, social studies, health, etc.) and is appropriate for the developmental level of the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Assessment</b>	55. Collects and organizes information from parents and direct observation that provides evidence of the development of each child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	56. Identifies appropriate methods of documentation and assessment according to specific purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	57. Identifies appropriate methods of observing and recording according to specific purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	58. Collects documentation of children’s activities and work as evidence of accomplishing curriculum goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	59. Maintains accurate records of observations and assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	60. Communicates observations and interpretations with parents and, with parental consent, with colleagues and other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
TEACHING & LEARNING: LEVEL III COMPETENCIES					
<b>D. Assessment</b>	82. Uses a variety of methods to systematically observe, document and monitor children's development, behavior and wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	83. Analyzes different methods of observation, documentation and assessment and selects appropriate techniques according to the desired purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	84. Routinely collects, organizes and interprets documentation of children's activities and work as evidence of accomplishing curriculum goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	85. Routinely shares observations and documentation with families to demonstrate children's development, interests, and achievement of curriculum goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## CORE KNOWLEDGE AREA: HEALTHY & SAFE ENVIRONMENTS

Early childhood professionals use practices that protect children and promote health, including good nutrition and physical activity.

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
HEALTHY & SAFE ENVIRONMENTS: LEVEL I COMPETENCIES					
<b>A. Healthy Environments &amp; Health Needs</b>	1. Understands minimum standards for healthy environments within the program licensing regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Follows universal precautions to avoid the spread of infectious illnesses and blood-borne pathogens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Follows procedures that reduce contamination and the spread of infectious illnesses, such as in hand washing, diapering, toileting, washing tables, and cleaning toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Identifies local health care professionals, health services, and health resources available to children and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Practices appropriate health information documentation procedure according to the program and licensing regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Safe Environments</b>	6. Has knowledge of CPR and is prepared to implement techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Responds to injuries using appropriate first aid techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Monitors indoor and outdoor toys, materials and equipment and maintains them in safe condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Monitors children to prevent injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10. Identifies environmental hazards and removes them, such as broken toys, choking hazards, poisonous plants and secondhand smoke.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Identifies characteristics of safe environments for all ages of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12. Understands and follows emergency procedures as defined by the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
<b>C. Nutrition</b>	13. Follows program licensing regulations intended to ensure good nutrition and safe food preparation and service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14. Recognizes and avoids health hazards in meals (choking, allergies, burns, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15. Provides meals for children with special dietary needs as instructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	16. Identifies community programs and federal nutrition benefits to supplement family food resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17. Lists components of a healthy diet for infants, toddlers and preschoolers (Child and Adult Care Food Program meal patterns), including the nutritional superiority of breast milk for infants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	18. Follows individualized schedules for eating and resting with infants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	19. Understands that a healthy eating environment for infants includes responding appropriately to an infant's feeding cues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	20. Understands that a healthy eating environment for toddlers and preschoolers includes structured meal times, expectations of appropriate behavior and family style meals with a pleasant social atmosphere that includes adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	21. Recognizes that there is a division of responsibility in feeding – that adults are responsible for what and how food is presented and that children are responsible for whether and what they eat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Physical Activity</b>	22. Recognizes the importance of, and provides time and space for, active play for all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	23. Recognizes the long-term health risks of extended periods of screen media and other passive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	24. Provides appropriate periods of rest and safe sleeping environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## HEALTHY & SAFE ENVIRONMENTS: LEVEL II COMPETENCIES

<b>A. Healthy Environments &amp; Health Needs</b>	25. Recognizes potentially unhealthy practices and acts to correct them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	26. Encourages routine hygiene practices (brushing teeth, combing hair, and washing hands)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	27. Explains rationale behind policies regarding exclusion and readmission of sick children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	28. Receives and shares information from health and mental health professionals about both healthy growth and development of children as well as current health risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	29. Provides information to families about the development of children's health needs (toileting, feeding, dental/doctor visits, immunizations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
<b>B. Safe Environments</b>	30. Adapts the indoor and outdoor environment to the developmental needs and abilities of the children, including children with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	31. Teaches simple safety precautions and rules to children and enforces rules consistently (including emergency procedures such as fire drills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	32. Conducts periodic safety assessments of the program and environment, and makes recommendations for appropriate modifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	33. Offers information to families about safety and injury prevention for children and adults (such as toy recalls, car seat usage, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Nutrition</b>	34. Provides space and options for breastfeeding in privacy or storage and preparation of pumped breast milk, as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	35. Provides meals and snacks that are appealing, nutritionally balanced, and developmentally appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	36. Creates a healthy eating environment for infants where infants' cues are responded to appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	37. Creates a healthy eating environment for toddlers and preschoolers with structured, pleasant, family style meals where appropriate behavior is expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	38. Uses appropriate foods to encourage the development of eating skills and social/emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	39. Teaches children about healthy food choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Physical Activity</b>	40. Communicates with families about healthy food choices, while respecting cultural preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	41. Plans a variety of age appropriate ways that children can be physically active throughout the program day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	42. Provides information for families about children's need for physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	43. Limits children's exposure to screen media and other passive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	44. Plans a variety of age appropriate ways that children can have adequate rest or quiet time throughout the program day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### HEALTHY & SAFE ENVIRONMENTS: LEVEL III COMPETENCIES

<b>A. Healthy Environments &amp; Health Needs</b>	45. Documents illness and knows when to communicate with public health agencies about outbreaks of communicable disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	46. Creates collaborative, cooperative relationships with parents regarding sick children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	47. Recognizes children's interest in their bodies (healthy sexual development) and integrates this interest into the curriculum appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	48. Provides opportunities for children to brush teeth, comb hair, wash hands and other practices that promote personal health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	49. Works with families to maintain accurate immunization records, health history, and emergency contact information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
<b>B. Safe Environments</b>	50. Reviews emergency evacuation policies and procedures and makes recommendations for changes according to program's needs or current standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	51. Assesses safety and preparedness issues when planning field trips and uses appropriate practices on field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	52. Creates environments for children that are safe, yet support independence and accommodate the needs of the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	53. Works with families to minimize the risk of injury and provide safe environments for their children in and out of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Nutrition</b>	54. Partners with staff and parents to assist children in the progression of age-appropriate eating skills and the healthy social/emotional development that occurs during feeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	55. Recognizes that successful feeding in children requires the coordination and normal development of many systems: neuro/muscular, sensory, and social/emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	56. Plans and evaluates menus that fulfill Child and Adult Care Food Program guidelines to ensure they are nutritious, and recognizes when a child's extreme pickiness may endanger their health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	57. Involves children in menu planning and snack preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	58. Involves families in activities promoting good nutrition and oral hygiene routines and refers parents and staff to community resources and references	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	59. Collaborates with parents and specialists to create individualized feeding plans for children with special health needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Physical Activity</b>	60. Collaborates with parents in seeking the help of specialists in assessing, understanding and addressing their children's delays in feeding skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	61. Monitors physical activity of the children and provides a variety of materials and opportunity to engage all children in gross motor activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	62. Engages in physical activities with the children throughout the program day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	63. Shares resources with families about physical activities appropriate for their children and opportunities in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# CORE KNOWLEDGE AREA: PROFESSIONALISM & PROGRAM ORGANIZATION

Early childhood professionals understand they have the responsibility to provide services that meet or exceed standards of practice and support positive outcomes for children, families and professionals, including themselves, staff and other colleagues.

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
PROFESSIONALISM & PROGRAM ORGANIZATION: LEVEL I COMPETENCIES		new	emerging	solid	
<b>A. Professionalism</b>	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of ethical standards, specifically the NAEYC Code of Ethics</li> <li>2. Defines and maintains rules of confidentiality related to children, families and colleagues</li> <li>3. Uses Release of Information protocol appropriately</li> <li>4. Practices self-reflection with support from supervisors, mentors and other experienced professionals</li> <li>5. Reflects on professional goals and creates an Individual Professional Development Plan (IPDP) with support from a supervisor, mentor or other experienced professional</li> <li>6. Participates in learning opportunities (such as workshops, training, or classes) for professional and personal growth</li> <li>7. Defines what it means to have a philosophy and the role it plays in early education, care, guidance and health</li> <li>8. Articulates the steps to take when child abuse or neglect is suspected, as is necessary as a mandated reporter</li> <li>9. Reports or causes a report to be made when child abuse or neglect is suspected</li> <li>10. Exhibits a professional appearance as defined by program practices</li> <li>11. Demonstrates good work habits as appropriate to program practices</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>B. Working with Staff &amp; Colleagues</b>	<ol style="list-style-type: none"> <li>12. Identifies different communication strategies for use with colleagues</li> <li>13. Recognizes the characteristics of collaborative, cooperative working relationships with staff, colleagues and co-workers</li> <li>14. Interacts positively and professionally with staff, colleagues and co-workers</li> <li>15. Establishes and participates in relationships with experienced colleagues such as supervisors, mentors and other professionals</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>C. Program Organization &amp; Administration</b>	<ol style="list-style-type: none"> <li>16. Follows state regulations appropriate to the program (licensed, registered, etc.)</li> <li>17. Completes required documentation (for employer, local, state, and federal government)</li> <li>18. Follows basic business or financial regulations with local, state and federal regulations</li> <li>19. Identifies the purpose of contracts and policies</li> <li>20. Shows commitment to the program's goals</li> <li>21. Describes program's philosophy and mission</li> <li>22. Identifies components of Specialized Child Care Services as defined by the Child Development Division</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
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PROFESSIONALISM & PROGRAM ORGANIZATION: LEVEL II COMPETENCIES

new    emerging    solid

<p><b>A. Professionalism</b></p>	<p>23. Reflects on ethical standards, specifically the NAEYC Code of Ethics</p> <p>24. Recognizes potentially unethical practices, including breaches of confidentiality, in early care, health, and education</p> <p>25. Identifies key components of a personal philosophy in early education, care, guidance and health</p> <p>26. Reflects on and updates an Individual Professional Development Plan on a regular basis</p> <p>27. Assesses one’s own skills, knowledge and values as part of ongoing professional growth</p> <p>28. Selects and pursues professional development opportunities based on the IPDP and designed to enhance knowledge and skills</p> <p>29. Promotes one’s own health and well-being and uses strategies to avoid burn-out</p> <p>30. Advocates for the protection of children and the need to report when discussing issues of suspected abuse or neglect with others</p> <p>31. Manages demands of personal and professional commitments</p> <p>32. Maintains personal and professional boundaries with children, families and service providers.</p> <p>33. Identifies local, state and national organizations that advocate for children, families and professionals</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p><b>B. Working with Staff &amp; Colleagues</b></p>	<p>34. Uses feedback from supervisors, mentors and other experienced colleagues as opportunities to expand knowledge and refine skills</p> <p>35. Applies a variety of communication strategies and techniques to support and build professional relationships with colleagues</p> <p>36. Identifies essential qualities of the early childhood professional in infant, toddler, preschool and multi-age settings</p> <p>37. Establishes collaborative, cooperative working relationships with staff, colleagues and coworkers</p> <p>38. Demonstrates respect, equity and a commitment to conflict resolution in interactions with colleagues</p> <p>39. Demonstrates an awareness of resources for professional development</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
<b>C. Program Organization &amp; Administration</b>	40. Identifies main sources of program income and main categories of expenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	41. Identifies key factors that impact programs' financial stability (things that effect income and expenses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	42. Names characteristics of the program that could be used in marketing and recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	43. Reflects on the program's practices and how they align with the program's mission statement or goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	44. Identifies a variety of program evaluation and assessment tools and understands their purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	45. Shows awareness of quality assessment and improvement programs such as national accreditation and STARS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	46. Explores a variety of resources for obtaining materials and equipment and evaluates choices for best value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	47. Describes and discusses the concept of reasonable accommodations for children with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	48. Presents program policies to parents and other adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Monitors program for adherence to laws and regulations pertaining to early care, health, guidance and education and addresses noncompliance					

### PROFESSIONALISM & PROGRAM ORGANIZATION: LEVEL III COMPETENCIES

<b>A. Professionalism</b>	50. Acts to maintain ethical standards in oneself and others as defined by the NAEYC Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	51. Evaluates current trends and research in early care, health, and education and adjusts practice as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	52. Articulates a personal philosophy of early care, health, and education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	53. Incorporates program and personal philosophies into practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	54. Evaluates the benefits and challenges of mentoring and supervisory relationships for both parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	55. Practices self-assessment and consulting with others (e.g., mentors, other professionals, technical assistance) to refine skills, knowledge and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	56. Participates in advocacy activities that benefit children, families, and early childhood professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	57. Monitors children and maintains appropriate records to support reports of suspected child abuse or neglect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Examples
		new	emerging	solid	
<b>B. Working with Staff &amp; Colleagues</b>	58. Routinely reviews professional development resources and shares information with staff and other colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	59. Monitors relationships with other professionals and uses strategies to strengthen collaborative, cooperative working relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	60. Participates in reflection and problem solving to address ethical dilemmas with integrity and a humane attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	61. Participates in assessing one's self and other staff members using the program's processes and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	62. Participates in and initiates problem solving and conflict resolution with staff and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	63. Participates in job interviews – as an interviewer or in pursuing employment – in an appropriate, professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Program Organization &amp; Administration</b>	64. Demonstrates ability to create program policies and tools (such as handbooks, contracts and forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	65. Maintains supplies, materials and equipment within one's program or group and replaces according to program practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	66. Demonstrates ability to develop and manage an annual budget within one's program or group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	67. Identifies resources for grants and other sources of program funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	68. Initiates quality assessment and improvement programs such as national accreditation and STARS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	69. Participates in program evaluation and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	70. Participates in creating, reviewing or revising program's mission statement, goals or program policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	71. Communicates effectively with advisory or governance boards as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
72. Employs strategies to maintain and uphold program contracts and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		