

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			Example of What You Might See in Practice
		new	emerging	solid	
A. How Children Develop	1. Describes principles of growth and development 2. Identifies and defines developmental domains (physical, cognitive, social-emotional, communication) 3. Identifies basic developmental milestones of children prenatal through middle childhood 4. Identifies several ways that children are different from adults in learning, thinking, behavior and needs 5. Recognizes that the progression of feeding skills is an indicator of development, especially in infants and toddlers 6. Describes the role of play and exploration in children's overall development 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"/> <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"/>	<p>I know that children develop in a sequential way, starting with crawling, then first steps and then on to walking.</p> <p>I know that when the children play with the toys and materials it helps them grow and learn.</p> <p>In the program we all watch the children and keep notes to give to parents to let them know what went on during the day.</p>
B. Influences on Child Development	8. Defines adult-infant attachment and explains how it is important in supporting exploration and later development 9. Describes the relationship between fulfilling children's basic needs and its impact on growth and development 10. Recognizes the progression of age-appropriate eating skills and the attachment and social/emotional development that occurs during feeding. 11. Understands that children's families and other social environments play important roles in supporting and shaping development 12. Identifies factors in the environment that impact development, including prenatal factors, media factors, pollutants and contaminants 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"/> <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>I realize that when children are rested, well fed and feel safe, they are best able to play, explore and learn – whether they are home, in the program or somewhere else.</p> <p>The program has brochures available with information on how pregnant women might want to be careful about eating well and not smoking.</p>
C. Individual Variance	14. Defines temperament and the role it plays in how children respond to people and the environment 15. Identifies children's basic needs, such as nutrition, trust, safety, attention and belonging 16. Distinguishes between typical and atypical development, recognizing that there is a range of ages at which children acquire skills 17. Defines resiliency as it applies to children and names characteristics of a resilient child	<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>It is interesting to watch Ben. He watches kids for awhile and plays near them, but he won't go right up to them. He smiles when kids come up to him though.</p>

Core Knowledge Area & Subheading	Competency	Assessment Tool			Example of What You Might See in Practice
CHILD DEVELOPMENT: LEVEL II COMPETENCIES		new	emerging	solid	
A. How Children Develop	18. Identifies major theories and theorists of child development 19. Identifies 3 – 4 main aspects of one’s own personal philosophy about how children grow and learn 20. Explains how exploration and play is a driving force in children’s development 21. Explains how findings from brain development research apply to early care and education practices 22. Describes the sequence of communication development 23. Describes the sequence of physical development, including gross and fine motor skills 24. Describes the sequence of cognitive development in children, including language and communication 25. Describes the sequence of social and emotional development in children	<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"/>	<p>One child in my program doesn’t move around the same way as the other ones who are the same age. I asked about this and it was explained to me how he is developing in a normal way.</p> <p>I often find that if I use materials such as play dough or water play, all the children can participate at whatever level they are.</p> <p>I understand that the brain research talks about letting children repeat favorite activities, helps them grow and learn.</p>
B. Influences on Child Development	26. Chooses observation strategies appropriate to observing and recording developmental changes 27. Describes different patterns of attachment and the ways that adult interactions support the development of healthy attachment relationships 28. Identifies characteristics of people and environments that promote and support development 29. Describes specific ways that environment factors influence development, including prenatal factors, media factors, pollutants and contaminants 30. Describes specific ways that stress due to trauma, abuse, neglect, poverty and other factors impacts children’s development and behavior 31. Explains the variety of ways children experience grief and loss	<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"/>	<p>Attachment is the strong bond between the child and the adult. It lets Sally feel safe enough to leave my side to go off and play for awhile.</p> <p>When I provide a safe space for children to play in and I am a warm, caring, responsive person, I know children will benefit from my care.</p> <p>I noticed after Jamie’s grandfather died, he would sometimes be really quiet and sad and at other times he would be angry and run around a lot.</p>
C. Individual Variance	32. Considers temperament and other individual differences when explaining individual children’s development and behavior 33. Identifies the needs of children based on observation, understanding individuals and their cues, signals and communications 34. Describes factors influencing resiliency in children 35. Identifies aspects of children’s health status that impact behavior, interactions and learning 36. Recognizes when to seek the help of others in understanding and addressing children’s atypical development 37. Identifies resources for acquiring information about atypical development	<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"/>	<p>When Tim isn’t his usual self – crying more often and wanting to be alone, his parents and I usually suspect an ear infection and are often correct.</p> <p>We have several books on child development with a chart of milestones that I use. If I suspect a delay I talk with my supervisor.</p>

Core Knowledge Area & Subheading	Competency	Assessment Tool			Example of What You Might See in Practice
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CHILD DEVELOPMENT: LEVEL III COMPETENCIES

new emerging solid

<p>A. How Children Develop</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>	<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>The program has a statement in the handbook that talks about Jean Piaget's theories about children learning through play; I think this makes sense.</p>
<p>B. Influences on Child Development</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>	<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>In our infant/toddler area there is a particularly fussy 14 month old and we really try to let her snuggle with the adults as much as we can. The contact with adults helps her feel better.</p> <p>I took a course on observing and recording and found many different ways to document the children's play. In addition to daily notes, I can do running records, tallies or use the camera to capture their play on film.</p>
<p>C. Individual Variance</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>	<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>The staff meet in the spring to discuss the individual children who will be moving on to the older group. We want to be sure the needs and interests of this year's group of active boys will be addressed.</p> <p>A toddler in my care didn't feed himself independently like the other toddlers did. He waited to be fed. I thought perhaps there was a delay. After talking to his family I realized this practice was typical in their culture.</p>

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			Example of What You Might See in Practice
		new	emerging	solid	
FAMILIES & COMMUNITIES: LEVEL I COMPETENCIES					
A. Relationships	1. Describes qualities of programs that are healthy, accessible, inclusive and welcoming for all families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know that having a strong relationship with a family is important for me and it helps us talk about the child openly. When a new family comes to my group, I start by asking the parent what he likes best about his child.
	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. Communication	5. Identifies different ways to communicate with families (verbal, non-verbal, written, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I realize I feel comfortable talking to parents most of the time but I get flustered when something unexpected happens and I need to deal with it quickly.
	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"/>	
C. Community Involvement & Resources	10. Identifies local community resources that support children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I participate in my local provider network and we often have speakers come in to talk about services and resources. I keep a list of their names handy and will call them if necessary.
	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

A. Relationships	14. Partners with families to develop healthy behaviors and routines for their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The parents and I meet at least twice a year about their child's progress and what they want to see before the child leaves my program. I also write notes home describing things their child accomplished this week.
	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			Example of What You Might See in Practice
		new	emerging	solid	
B. Communication	20. Uses a variety of methods to maintain communication with all families in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I ask parents for input and feedback about what they like and don't like about the program in different ways, such as surveys and suggestion boxes.
	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"/>	
C. Community Involvement & Resources	24. Utilizes community resources within the program that support children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I put up a place for parents to share their best snack ideas and now parents are also using it to ask each other for things – like where are good playgrounds.
	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

A. Relationships	27. Employs strategies to build networks among families in the program and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have a wide range of resources available for families to use and sometimes I help parents make a connection to the ones they need.
	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"/>	I listen to what is important to the parents when I talk with them about their child. I believe what matters to them, matters to me.
	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. Communication	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"/>	I work hard to have a good connection with the families and because they are all so different, I make sure that I am aware of what works best for each one.
	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"/>	I schedule a meeting with each family twice a year. I prepare information I have collected about their child and I have questions for them as well.
	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"/>	
C. Community Involvement & Resources	37. Participates in teams that are coordinating services for children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I participate in the IEP meetings as often as I can. It really gives me a lot of information about the child as well as the resources available for other children.
	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			Example of What You Might See in Practice
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TEACHING & LEARNING: LEVEL I COMPETENCIES

		new	emerging	solid	
A. Interactions	1. Demonstrates warm, positive, nurturing, and respectful interactions with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Before picking the infants up, I talk to them and tell them what I am going to do.</p> <p>I make it a point to greet each child in a way that they like. Some children like to be hugged and some like a pat on the back.</p> <p>When I am sitting at the sandbox and the children are the 'cooks', I pretend to eat the food they give me.</p>
	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. Learning Environment	9. Describes the elements of a welcoming, supportive, healthy and enriching learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The rooms are big and the children have many toys and materials to play with whenever they want to.</p> <p>In the parent agreement, it states that TV and computers are used infrequently and only 'educational' videos are used.</p>
	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Example of What You Might See in Practice
		new	emerging	solid	
C. Curriculum & Content	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"/>	<p>A VELS poster is taped to the wall above the art sink and I read it as I wash out paint brushes.</p> <p>I understand that toddlers are doing math and science when they are playing and stacking the soft blocks.</p>
	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"/>	
	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"/>		
D. Assessment	26. Describes different ways to assess children and different purposes of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Watching children gives me ideas about what they like to do so I write it down on the daily notes to parents.</p> <p>Each year our program has an in-service on confidentiality. It is a good reminder to be careful when and with whom I am discussing children's issues.</p>
	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

A. Interactions	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"/>	<p>Occasionally when the children are playing in the dramatic play area the children won't want someone to play. I help them find a role for the child and ways to include that child.</p> <p>Instead of asking Ethan how was his day, I will ask him to "tell me about your day" – that way he doesn't answer, "good" and stop talking.</p>
	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			Example of What You Might See in Practice
		new	emerging	solid	
B. Learning Environment	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"/>	This week a child came in with a book on people who are blind and showed a booklet with words in Braille. We stopped what we were doing and spent time feeling the Braille letters.
	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"/>		
C. Curriculum & Content	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"/>	We have a restaurant theme in the dramatic play area and I am amazed at how this area includes math, science, social studies and literacy. They write out the food orders and the bill, they talk about different foods and how the waitresses and waiters should do their job. I wanted to do a unit on different foods around the world and used the VELS standards to get ideas about appropriate materials.
	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"/>	
D. Assessment	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"/>	I use sticky notes that I jot down during the day, along with the date, so when I write in the children’s notebooks each week, I can include that information.
	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			Example of What You Might See in Practice
TEACHING & LEARNING: LEVEL III COMPETENCIES		new	emerging	solid	
A. Interactions	61. Encourages children to develop independence by providing physical and emotional security and opportunities for children to master new skills, experience success, and safely take risks 62. Evaluates a variety of positive guidance techniques and selects appropriate methods for the specific situation or child 63. Designs and implements behavior plans to guide children towards appropriate behavior in cooperation with parents and other involved adults as appropriate for individual children 64. Effectively de-escalates emotional and behavioral situations with children in supportive ways 65. Monitors the children's interactions and adjusts the program to support all children in listening, interacting, and communicating freely with others 66. Takes a role of facilitator or observer when supporting children in resolving conflicts with each other 67. Uses a consistent procedure, in partnership with families, to transition children into and out of the program	<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"/>	<p>Jennifer forgets to hang up her coat when she comes in and a simple reminder, "coat" works for her, yet Brenda responds better to "I need you to pick up your coat".</p> <p>By spring we have spent a lot of time using conflict resolution with the kids and they can talk with each other, discuss the problem and come to an agreement without much help from the adults.</p>
B. Learning Environment	68. Plans and creates indoor and outdoor environments that are safe, stimulating, engaging, and intentionally designed to support curriculum goals 69. Observes the program, evaluates how the environment is meeting the needs and interests of the children and makes changes as appropriate 70. Creates environments that have cultural, ethnic, racial and linguistic diversity 71. Uses routine activities (diapering, dressing) and daily transition times to support curricular goals 72. Adjusts the routine and environment to provide numerous opportunities for children to engage in extended periods of free exploration and spontaneous play within the daily routine 73. Observes the environment and makes adjustments to reduce behavior issues and maximize appropriate use of materials	<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"/>	<p>We had noticed, through observations, that the block area wasn't being used very much by the children. We added some construction vehicles to the block area and interest has really picked up.</p> <p>We have families from many countries and so we asked everyone to bring in pictures, clothes, books and recipes from their family to share with our program.</p>
C. Curriculum & Content	74. Adjusts teaching practices based on individual children's developmental accomplishments and needs 75. Implements an integrated curriculum that addresses the various content areas (i.e., language arts, science, mathematics, social studies, the arts) and is based on children's needs and interests 76. Uses the Vermont Early Learning Standards in planning and evaluating curricula, learning environments, and materials for preschoolers 77. Plans appropriate learning experiences based on observations and analyses of children's behaviors and activities 78. Provides opportunities for children to raise questions about the world around them and to explore their questions using the scientific method 79. Provides open-ended activities that foster curiosity, exploration, and problem solving appropriate to the children's developmental levels 80. Participates in implementing service plans and making accommodations for children with special needs 81. Analyzes curriculum models along with their rationales and limitations	<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"/>	<p>The children are interested in space. I asked them what they thought about space and listened to their questions. I used these to decide what to add about space in the room - aluminum foil to make space ships, books on space, and we used flashlights, boxes and black paper to explore stars and light.</p> <p>I like to be outside in nature and my interest spills over to the children's. I have scales, magnifying glasses, bug boxes, clip boards and plastic containers. The children are always looking to see what they can explore.</p>

Core Knowledge Area & Subheading	Competency	Assessment Tool			Example of What You Might See in Practice
		new	emerging	solid	
TEACHING & LEARNING: LEVEL III COMPETENCIES					
D. Assessment	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"/>	Each child has a folder with samples of their work – art work (paintings, drawings, etc) and when we talk with parents, they can see the differences as time goes on.
	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			Example of What You Might See in Practice
		new	emerging	solid	
HEALTHY & SAFE ENVIRONMENTS: LEVEL I COMPETENCIES					
A. Healthy Environments & Health Needs	1. Understands minimum standards for healthy environments within the program licensing regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The regulations are tacked to the bulletin board for all of us to see and read. Posters on diapering and hand washing are posted in the appropriate areas. I make sure I wash my hands and the children's hands after coming inside.
	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. Safe Environments	6. Has knowledge of CPR and is prepared to implement techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I practice fire drills every month and write it down on the calendar. Every day after the children leave I look around the playground and pick up toys, throw away anything that is broken and make sure everything is safe.
	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			Example of What You Might See in Practice
		new	emerging	solid	
C. Nutrition	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"/>	The enrollment form asks the family if the child has any special dietary needs. I use the guidelines from the Food Program and follow the suggested menus.
	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"/>		
D. Physical Activity	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"/>	The children have at least 20 minutes of outdoor time every morning, weather permitting. If they can't go outside we often push back some furniture and turn on the dancing music.
	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

A. Healthy Environments & Health Needs	25. Recognizes potentially unhealthy practices and acts to correct them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A parent in the program is a doctor and brings in information. I often mention to parents that new brochures are out in the hallway. We have a toothbrush for each child and help them brush after lunch. I help parents understand that it puts everyone at risk when they bring in a sick child.
	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			Example of What You Might See in Practice
		new	emerging	solid	
B. Safe Environments	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"/>	Parents were invited to a car seat check with the local health department. Each car seat was inspected and parents were there to see how to properly install the car seat.
	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"/>	
C. Nutrition	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"/>	A few people were opposed to the idea of offering an extended snack time for the 3, 4 and 5 year olds but once it got going, it made snack time more peaceful, the children ate more and the children felt a sense of independence. When the children and I sit together for snack we often talk about the different food everyone brings in and it is a way for the children to notice foods that others bring in.
	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"/>	
D. Physical Activity	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"/>	The infants and toddlers are able to move around freely throughout the day with very little restriction. We have soft ramps to climb on, mirrors for them to look at and busy boxes secured on the wall.
	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

A. Healthy Environments & Health Needs	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"/>	One child likes to have the book It's My Body read to her. We have several books about healthy bodies to choose from. The program requires a current immunization form on file and I often remind parents, every fall, either in person or a note, to bring in updated records.
	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			Example of What You Might See in Practice
		new	emerging	solid	
B. Safe Environments	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"/>	Volunteers and parents assist with field trips to keep the number of children being watched by each adult small.
	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"/>	
C. Nutrition	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"/>	The children like to cut up fruits and vegetables for snack and often ask if they can do it again. When visiting with a family, parents often ask about eating habits and if this is a problem. We discuss the ages and stages of each individual child and together decide what is typical for that age.
	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"/>	
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"/>		
D. Physical Activity	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"/>	I use a "follow the leader" game with lots of movement and music during transition times like cleaning up.
	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			Example of What You Might See in Practice
		new	emerging	solid	
PROFESSIONALISM & PROGRAM ORGANIZATION: LEVEL I COMPETENCIES					
A. Professionalism	1. Demonstrates knowledge of ethical standards, specifically the NAEYC Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>I know that it is important not to discuss children or family issues at drop off and pickup time since other people are around.</p> <p>I read the local newsletter from the Parent Child Center to find out what trainings are being offered.</p> <p>The policies state what clothing cannot be worn and I make sure that when I get ready for work, I don't wear those things.</p>
	2. Defines and maintains rules of confidentiality related to children, families and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Uses Release of Information protocol appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Practices self-reflection with support from supervisors, mentors and other experienced professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Reflects on professional goals and creates an Individual Professional Development Plan (IPDP) with support from a supervisor, mentor or other experienced professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Participates in learning opportunities (such as workshops, training, or classes) for professional and personal growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Defines what it means to have a philosophy and the role it plays in early education, care, guidance and health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Articulates the steps to take when child abuse or neglect is suspected, as is necessary as a mandated reporter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Reports or causes a report to be made when child abuse or neglect is suspected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10. Exhibits a professional appearance as defined by program practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Demonstrates good work habits as appropriate to program practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Working with Staff & Colleagues	12. Identifies different communication strategies for use with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>I took a communication workshop and as a result I have tried to listen first and talk second.</p> <p>When I seem to be in conflict with another staff person, my supervisor helps me with ideas of how to work this out in a positive way.</p>
	13. Recognizes the characteristics of collaborative, cooperative working relationships with staff, colleagues and co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14. Interacts positively and professionally with staff, colleagues and co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15. Establishes and participates in relationships with experienced colleagues such as supervisors, mentors and other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Program Organization & Administration	16. Follows state regulations appropriate to the program (licensed, registered, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>There are contracts and policies written specifically for the program and I let parents know why they are important.</p> <p>This program values serving children with special needs and I understand that this includes children who have been abused or neglected.</p>
	17. Completes required documentation (for employer, local, state, and federal government)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	18. Follows basic business or financial regulations with local, state and federal regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	19. Identifies the purpose of contracts and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	20. Shows commitment to the program's goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	21. Describes program's philosophy and mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	22. Identifies components of Specialized Child Care Services as defined by the Child Development Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Knowledge Area & Subheading	Competency	Assessment Tool			Example of What You Might See in Practice
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PROFESSIONALISM & PROGRAM ORGANIZATION: LEVEL II COMPETENCIES

new emerging solid

<p>A. Professionalism</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> <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><input type="checkbox"/></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"/>	<p><input type="checkbox"/></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"/>	<p>I have a copy of the NAEYC code of ethics that I got from a recent training. I think I am confidential when I talk with others.</p> <p>When another teacher was hesitant to call the District Office to talk about a potential case of neglect I really encouraged her to call because it could hurt the child more if she didn't.</p> <p>I look over my IPDP every September and see what I want to work on this year based on what I have already done.</p>
<p>B. Working with Staff & Colleagues</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> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><input type="checkbox"/></p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><input type="checkbox"/></p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>We work in a small area together and it makes is difficult when people don't get along. We try to work it out with each other and when that doesn't work we ask someone to facilitate a discussion.</p> <p>My supervisor and I look over the newsletters from the local Child Care Support Agency and the Parent Child Center to help me figure out which sessions would be interesting and most helpful.</p>

Core Knowledge Area & Subheading	Competency	Assessment Tool			Example of What You Might See in Practice
		new	emerging	solid	
C. Program Organization & Administration	40. Identifies main sources of program income and main categories of expenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>I keep the adult/child ratio lower than allowed by regulations and although I don't have openings, many people call because they like the idea of smaller groups for their children.</p> <p>I adjusted my rates so that I could operate a sound business even though I might not be fully enrolled at all times.</p> <p>One of the parents was willing to look over the updated handbook to see how other parents would respond to the new policies.</p>
	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

PROFESSIONALISM & PROGRAM ORGANIZATION: LEVEL III COMPETENCIES

A. Professionalism	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"/>	<p>When a parent asked me about another child's behavior and how it was affecting his child Sal, I talked about Sal and didn't give information about the other child.</p> <p>I have called both of my local legislators a few times and talked about the importance of continuing to fund the subsidy program and other benefits for providers and families that were at risk of being cut.</p>
	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			Example of What You Might See in Practice
		new	emerging	solid	
B. Working with Staff & Colleagues	58. Routinely reviews professional development resources and shares information with staff and other colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel confident about mentioning confidentiality issues with other people when I feel like something is being discussed that shouldn't be. I wouldn't feel right otherwise.
	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"/>	Staff meetings are a good time to discuss problems we all seem to be facing. It helps me understand everyone else's point of view and we work to find a solution that works for all of us.
	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"/>	
C. Program Organization & Administration	64. Demonstrates ability to create program policies and tools (such as handbooks, contracts and forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We wanted to have food at a parent meeting and I applied to the local grocery store for a donation and we got it!
	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"/>	I was asked by my director to attend a community meeting just to talk with potential new candidates for the board of directors.
	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"/>	Sometimes I will sit down with a parent and help them complete the forms that are required in order for the child to attend the program.
	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"/>		