

Arkansas' Key Content Areas and Core Competencies

for Early Care and Education Professionals

draft

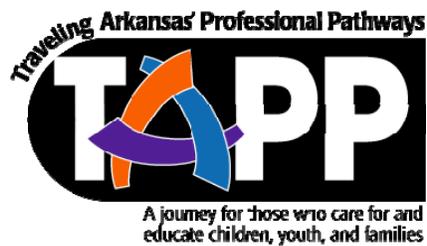


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History

In December of 1998 the Arkansas Division of Child Care and Early Childhood Education and the Arkansas Head Start State Collaboration Project formed a collaborative partnership of all early childhood professionals in Arkansas. It was the goal of the collaboration to bring to the table everyone who served the needs of young children in the state. Early in the collaborative process the following vision statement was developed.

All early childhood professionals in Arkansas value a coordinated professional development system based upon research and best practice, which contains high quality professional development opportunities, and allows for the development of career pathways to meet diverse needs of individuals.

The collaborative process eventually became *the Arkansas Early Childhood Professional Development System (AECPDS)*. In carrying out the vision initially three work groups were formed: Core Competencies, Career Lattice/Registry and Higher Education. The Core Competency Work group first met in March of 1999 and through the course of their work established ten competencies. The Career Lattice/Registry group became two groups: The SPECTRUM, which contains the career lattice and The AECPDS Registry. The ten core competencies, the SPECTRUM and the Registry became official in 2004 with the promulgation of the policy document.

In 2007 the SPECTRUM advisory committee reconvened and examined the use of the document that had become known as the SPECTRUM. One of the many issues that arose with this examination was at which level of professional development (foundation, intermediate or advanced levels) to place the many professional development opportunities conducted within the state. Another issue that was discussed was the vagueness in understanding of the current ten Core Competencies. Guidelines were needed and a Core Competency Work Group was appointed.

In October of 2007, the Core Competency Work Group began by reviewing the professional literature and the work of other states that had developed leveled competencies. Through this review, the work group recommended eight Key Content Areas, with three levels of competencies. The original group used CDA, NAEYC and state P4 licensure standards in place at the time to help develop the competencies. The new Key Content Areas also reflect these current standards. The following table is an overview of the old and new competencies areas.

Arkansas Core Competencies (Developed in 1999/promulgated 2004)	Arkansas Key Content Areas, 2008
1. Child Growth and Development	1. Child Growth and Development
2. Creating Caring Communities to Support Learning and Development	3. Positive Interaction and Guidance 6. Health, Safety, and Nutrition
3. Supporting Learning and Development Through Curriculum Planning and Implementation	2. Learning Environment and Curriculum
4. Assessment and Evaluation	5. Child Observation and Assessment
5. Family	4. Family and Community
6. Community	
7. Professionalism	7. Professional Development and Leadership
8. Program Management	8. Program Planning and Management
9. Communications	
10. General Knowledge	

Preface

The change in the name and branding of the Arkansas Early Childhood Professional Development System (AECPPDS) to TAPP (Traveling Arkansas' Professional Pathways) heralds a strong commitment to expand this professional development system beyond the traditional settings of early care and education to all settings where individuals are on a "journey for those who care and educate children, youth and families." TAPP anticipates encompassing and supporting those working with children from birth through adolescence in a variety of community-based settings, including center-based and family child care, out-of-school time programs, and home visiting programs. At present, professional language to encompass this broad range of settings and services is not clearly defined. Therefore, as this set of competencies is read, the term *early care and education* will emerge. *Early care and education* serves as a marker for staff from ANY program involved in TAPP. As the field comes to consensus on terminology, work will be done to include that language into the competencies. Please do not let the lack of professional vocabulary interfere with the understanding of and use of these competencies.

This set of competencies is written to address all those who work in programs involved in TAPP. The next step will be to develop age-specific competencies: infant/toddler, preschool, and school age. These age-specific competencies will nest within this system-wide set so to build a coherent set of competencies for the system as a whole. School age competencies will be the first of the specialized age groups to be developed and approved; infant/toddler and preschool will follow later. The work on the school-age competencies has been driven by the Arkansas Out of School Network (www.aosn.org) and the recently established Governor's Task Force on Best Practices for After School and Summer Programs.

The competencies herein are based on three levels of professional competency. The Core Competency Committee acknowledged the importance of balancing simplicity, so as to not overwhelm practitioners, with meaningful and readily differentiated professional levels. There was agreement early in the process that the three basic levels: Beginner, Intermediate, and Advanced, met those criteria and honored the professional career lattice (The SPECTRUM) Arkansas currently has in place. The following chart helps to define and differentiate how these three levels are envisioned. Note that the competencies of any lower level are encompassed within the higher levels.

	Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
Targeted Staff Roles	Assistant Teachers (individuals with limited responsibility for planning the learning environment and curriculum)	Lead Teachers, Assistant Directors, Administration Team members (individuals responsible for planning and implementing learning environments and curriculum)	Lead Teacher, Educational Coordinator, Curriculum Supervisor, Site Director, Owner, Agency/Central Office staff, Early Childhood Consultant (individuals with responsibilities for developing, implementing, monitoring and evaluating policies and procedures based on current research and best practices/evidence based practice; modeling for and supervising other staff)
Targeted Professional Education**	High school diploma, GED or advanced degree unrelated to early childhood/school-age	Child Development Associate credential; One year technical certificate in early childhood education or related area; Associate Degree in early childhood education or related field (AA, AS, AAS)	Baccalaureate degrees (and beyond) in an appropriate area for the age/setting with which the individual works. Degrees appropriate for working directly with children and programs serving young children (birth to five) may differ than those appropriate for working with school age children. Appropriate degrees could include: early childhood education, family and child development, human development, recreation, and elementary education. This list is not meant to be exhaustive, but to provide examples of the expected level of competency and professional knowledge for the advanced level member.
Experience	Limited or extended experience with limited professional development	Work experience or professional preparation (preferably with extended field experience) sufficient to plan and implement curriculum and learning environments and support assistant teachers within the classroom	Work experience or professional preparation (preferably with extended field experience) sufficient to develop, implement, monitor and evaluate policies and procedures based on current research and best practice/evidence-based practices; develop, implement and evaluate curriculum and learning environments; and model for and supervise other staff.

**Targeted professional preparation is related to the expectations of the individuals. Degrees and programs listed in the chart are not meant to place individuals on a career lattice.

The leveled competencies defined within this document serve at least four different, yet connected audiences.

- The competencies can assist each individual working in TAPP related programs to identify both their own strengths and areas for potential growth and targeted professional development.
- The programs may find the competencies helpful in many different ways, such as in hiring and evaluating staff and planning how the program can support its staff's professional development.
- The system itself will use the competencies to identify what level different professional development opportunities target; this will allow the system to identify areas of need and also better evaluate the effectiveness of the professional development provided within the state.
- Families choosing child care may find these competencies helpful as consumer education; they may be better able to determine the quality of care in programs they consider as they evaluate the staff's competencies.

For each and every audience, the ultimate beneficiary should be the children, youth and families of Arkansas, who experience increasingly improved quality of care and experiences.

Definitions of Key Content Areas

Key Content Areas (KCA) are a set of content areas that define what early care and education professionals should know and understand in order to provide quality experiences for children, regardless of the setting in which care and education occurs.¹

- 1. Child Growth and Development:** Understand how children acquire language and creative expression and develop physically, cognitively, and socially.²
- 2. Learning Environment and Curriculum:** Establish an environment that provides learning experiences that meet each child's needs, capabilities, and interests.²
- 3. Positive Interactions and Guidance:** Establish supportive relationships with children and guide them as individuals and as a part of a group.²
- 4. Family and Community:** Work collaboratively with families and agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education.²
- 5. Child Observation and Assessment:** Observe and assess what children know and can do in order to provide curriculum that meets their developmental and learning needs.²
- 6. Health, Safety, and Nutrition:** Establish and maintain an environment that ensures children's healthy development, safety, and nourishment.²
- 7. Professional Development and Leadership:** Serve children and families in a professional manner and participate in the community as a representative of early childhood care and education.²
- 8. Program Planning and Management:** Establish, implement, and evaluate an early care and education program.²

Key Content Area 1 — Child Growth and Development

Understand how children acquire language and creative expression and develop physically, cognitively, and socially.²

Developmental Areas		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Defines terms describing developmental areas: cognitive, physical, language, social-emotional, and creative development.^{1,8} <input type="checkbox"/> Gives examples of activities that show a child's development in each developmental area. <input type="checkbox"/> Describes how the fulfillment of basic needs relate to child growth and development (physical, cognitive, social-emotional, language).⁸ 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies major theories and theorists of child development.⁸ <input type="checkbox"/> Describes how that the developmental areas are interrelated.^{1,3} <input type="checkbox"/> Plans curriculum and experiences that address the needs of young children within the developmental areas.^{1,3,4,5,9} <input type="checkbox"/> Summarizes the basic findings from relevant developmental research (brain research, early literacy, social-emotional, etc.).⁸ 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, policies, and research on child growth and development.^{1,2,3,5,7,8,9} <input type="checkbox"/> Uses theories to explain how children learn and develop within the domains.^{1,2} <input type="checkbox"/> Applies intentionally knowledge of developmental theories to meet children's individual needs in the group setting.^{1,4,5,7,9} <input type="checkbox"/> Models and shares information about developmental areas with staff/colleagues and families.^{1,2,3,7,9} <input type="checkbox"/> Critiques current and future trends in education and the larger society and the implications for children's development.⁹

Developmental Stages and Areas		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Describes how development is continuous and generally sequential.¹ <input type="checkbox"/> Defines the terms <i>developmental stages</i> and <i>areas</i>.^{1,2,3,4,8,9} <input type="checkbox"/> Gives examples of developmental stages and areas appropriate to the age group with whom they work.^{1,3,4} <input type="checkbox"/> Recognizes that children develop at different rates.⁴ 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates that patterns of development vary within developmental areas.^{1,4} <input type="checkbox"/> Differentiates between typically and atypically developing children.⁹ <input type="checkbox"/> Recognizes and partners to make referrals for possible developmental delays.^{1,3,7,8} <input type="checkbox"/> Partner with families to set goals for individual children using their developmental level. <input type="checkbox"/> Sets goals for individual children using their developmental level.¹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Models and guides the use of individual patterns of development among children in care to guide planning.^{4,7,8} <small>adapted</small> <input type="checkbox"/> Provides information about the developmental stages and areas to staff/colleagues and families.^{1,3,9} <input type="checkbox"/> Recognizes the limitations of using developmental areas alone as a measure of child development.

Development Through Play

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the benefits of play to the developing child. <input type="checkbox"/> Recognizes that play is different for various ages. <input type="checkbox"/> Give examples of how children learn through play. <input type="checkbox"/> Promotes learning by participating in child-initiated play.^{1,4,7} <input type="checkbox"/> Utilizes learning centers (or interest areas) to encourage learning and development through play.¹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes specific developmental outcomes children learn through play (e.g., play with puzzles helps children practice fine motor skills).^{1,2,3,4,7,8,9} <input type="checkbox"/> Describes the stages of plays. <input type="checkbox"/> Provides an environment that supports the stages of play. <input type="checkbox"/> Communicates the importance of play with colleagues, families, and communities. <input type="checkbox"/> Discusses with and encourages family to facilitate learning through play. <input type="checkbox"/> Designs, adapts, and utilizes learning centers to encourage learning and development through play.¹ <input type="checkbox"/> Provides a responsive environment where children initiate and extend their learning through play.^{1,3} 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, policies, and research on play. <input type="checkbox"/> Develops strategies that support children's role in planning curriculum.¹ <input type="checkbox"/> Demonstrates through examples to staff/colleagues and families that children learn and develop through play.¹ <input type="checkbox"/> Advocates the importance of play with colleagues, families, and communities. <input type="checkbox"/> Observers and analyzes children's play referring to the stages described by developmental theorist. <input type="checkbox"/> Recognizes the strength of using play as a medium for observing, assessing, and understanding children and their development.

Individual Needs and Differences

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with children as individuals.^{1,4,9} <input type="checkbox"/> Describes developmental differences and unique characteristics of children.^{1,2,3,4,5,7,8,9} <input type="checkbox"/> Defines <i>individually appropriate</i> practice.^{1,4} <input type="checkbox"/> Recognizes that children have different temperaments and learning styles. <input type="checkbox"/> Recognizes that stress resulting from trauma, abuse, neglect, poverty, and other factors impacts children's growth development.⁸ 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies theories within developmental areas to work individual children.^{1,4} <input type="checkbox"/> Implements <i>individually appropriate</i> practice.^{1,4} <input type="checkbox"/> Adapts daily experiences to address each child's needs, temperament, interests, and learning styles.^{1,2,3,4,7,8,9} <input type="checkbox"/> Describes the potential effects of stress on individual children's development and behavior and recognizes physical or behavior changes that may indicate the presence of stress in children's lives.^{8,9} <input type="checkbox"/> Collaborates with families (as needed) in planning learning experiences for children's individual needs.⁷ 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrates information on growth, development, and learning patterns of individuals and groups and applies to practice.^{1,2,3,5,7,8,9} <input type="checkbox"/> Develops, implements, and monitors the program for children to address each child's needs, temperament, interests, and learning style.^{1,3,5} <input type="checkbox"/> Integrates research, theories, policies, and knowledge to create meaningful learning environments for all children.³ <input type="checkbox"/> Collaborates with consultants, community partners, and families (as needed) in planning learning experiences for children's individual needs.⁷

Children with Identified Special Needs

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Follows consistently specific requirements for children in their care. For example, those with Individual Education Plans (IEP), Individual Family Service Plans (IFSP), medical or nutritional needs, etc.^{1,2,3} <input type="checkbox"/> Understands that there are legal requirements concerning children with special needs. <input type="checkbox"/> Accepts special needs variations and the effects those variations may have on behavior and development.⁹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in the planning team for children with special needs.^{1,7} <input type="checkbox"/> Articulates the basic understanding of the special needs and disabilities laws and the rights of children and families.¹ <input type="checkbox"/> Articulates possible limitations, adaptations, strengths of children with special needs.^{1,5} <input type="checkbox"/> Partners with families to meet the special needs of children. <input type="checkbox"/> Uses appropriate resources and services for children with special needs.^{2,7,9} 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops, implements, and monitors policies and practices that support inclusion.^{1,2,7adapted} <input type="checkbox"/> Develops, implements, and monitors activities to meet individual requirements of children with special needs.¹ <input type="checkbox"/> Integrates goals from IEP (individualized education plan) and IFSP (individualized family service plan) into daily activities, routines, and curriculum planning.⁷ <input type="checkbox"/> Researches, collaborates, and provides assistive technology, resources, and services for children with special needs.

Effects of Cultural Differences

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes cultural and linguistic variations and the effects those variations may have on behavior and development. <input type="checkbox"/> Speaks positively about cultural differences as they arise in the program.¹ <input type="checkbox"/> Accepts children's non-stereotypical play choices (e.g., boys playing in dramatic play, girls playing in blocks).¹ <input type="checkbox"/> Consistently follows established adaptations for children with cultural or religious needs (e.g., celebrations and holidays).¹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides materials and activities, partnering with families, that affirm and respect cultural/ethnic/linguistic diversity.^{1,2,3,8,9} <input type="checkbox"/> Provides children opportunities to explore non-stereotypical play choices. <input type="checkbox"/> Models acceptance for cultural differences.^{1,7} <input type="checkbox"/> Diffuses negative comments by children about issues of gender, race, religion, culture, ethnicity, and class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops, implements, monitors policies and practices that support cultural differences. <input type="checkbox"/> Communicates with families and staff/colleagues regarding non-stereotypical play choices.¹ <input type="checkbox"/> Communicates with families and staff/colleagues the variety of cultural values and traits represented within the program.¹ <input type="checkbox"/> Identifies and discusses issues in child development arising from differences in gender, race, religion, culture, ethnicity, and class with colleagues, staff, families, and communities.^{8,9} <input type="checkbox"/> Creates an environment supportive of multiple perspectives and viewpoints of the cultural differences on child development.

Key Content Area 2 — Learning Environment and Curriculum

Establish an environment that provides learning experiences that meet each child's needs, capabilities, and interests.²

Planning Framework		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Is aware of the Arkansas Early Childhood Education Framework. <input type="checkbox"/> Implements schedules, routines, and transitions to meet the children's needs.^{1,2,3,7,10} <input type="checkbox"/> Assists in providing space and activities balanced between active and quiet, child directed and teacher directed, individual and group, indoor and outdoor.^{1,2,3,8 adapted} <input type="checkbox"/> Assists in providing an interesting and secure environment that encourages play, exploration, learning using space, relationships, materials and routines as resources.^{1 adapted} <input type="checkbox"/> Assists in arranging furnishings and materials to allow and encourage free choice and independence.^{1,2,3,5, 10 adapted} <input type="checkbox"/> Selects and uses materials that reflect and demonstrate acceptance of all children's gender, family, race, language, culture and special needs.^{2,8} <input type="checkbox"/> Assists with implementing planned curriculum and activities.¹ <input type="checkbox"/> Uses technology such as TV and computers appropriately.³ <input type="checkbox"/> Supports and encourages children's participation in a variety of activities.^{1,2,7,10} <input type="checkbox"/> Selects materials appropriate to the developmental levels of individual children.^{2,10} 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops curriculum that promotes the goals of the Arkansas Early Childhood Education Framework.¹ <input type="checkbox"/> Develops an appropriate schedule that includes a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities.^{1,3} <input type="checkbox"/> Provides an environment that supports children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, elimination, and nourishment.¹⁰ <input type="checkbox"/> Understands and applies current theory and research on planning the learning environment and various teaching approaches.^{10 adapted} <input type="checkbox"/> Uses observations to provide appropriate choices and adapt environments for children.^{1,3} <input type="checkbox"/> Plans and sets up learning centers to ensure that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative /aesthetic and social-emotional.^{1,2,3} <input type="checkbox"/> Plans and adapts curriculum, materials and environment according to the individual needs of children and their developmental level.^{1,2} <input type="checkbox"/> Designs and offers learning opportunities that reflect a wide variety of cultures, including those represented the community.¹⁰ <input type="checkbox"/> Uses various teaching approaches along a continuum from child-initiated exploration to adult-directed scaffolding or modeling.^{1,3} <input type="checkbox"/> Bases planned and spontaneous interactions with children on the child's assessed interests and needs (intentional teaching).^{1,3} <input type="checkbox"/> Uses appropriate materials, activities and strategies in an integrated curriculum that includes language and early literacy, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.^{1,2,3} <input type="checkbox"/> Implements appropriate use of technology.³ <input type="checkbox"/> Plans and offers simple parent-child learning activities for use at home.^{10 adapted} 	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses curriculum and individual progress of children based on the Arkansas Early Childhood Education Framework. <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches.^{1,3} <input type="checkbox"/> Plans, implements, and evaluates learning environments and curricula to maximize learning potential.^{1,3} <input type="checkbox"/> Evaluates learning environment and curriculum to maximize learning potential for individual children.⁷ <input type="checkbox"/> Teaches others about and advocates for developmentally appropriate curricula and learning environments.^{1,3} <input type="checkbox"/> Plans environment and adapts curriculum for children with special needs or learning styles.¹ <input type="checkbox"/> Develops strategies that support children's role in planning curriculum.¹ <input type="checkbox"/> Designs curriculum and shares curriculum designs with others.¹ <input type="checkbox"/> Teaches others how to design and use curriculum.^{2,10 adapted} <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current research and effective practice on use of technology.^{1,3} <input type="checkbox"/> Consults with parents and appropriate professionals to address developmental or environmental concerns.¹

Physical Development and Health

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Participates appropriately with children during physical activities, both indoors and outdoors, and both fine and gross motor.^{1,2,3} <input type="checkbox"/> Incorporates a variety of equipment, activities and opportunities to promote the physical development of all children.^{1,2,3} <input type="checkbox"/> Carries out learning activities that promote healthy living habits and hygiene (e.g., hand-washing, tooth-brushing, healthy eating).^{1,3,8} <input type="checkbox"/> Models healthy living habits.^{1,3,7} <input type="checkbox"/> Assists with and participates in activities that integrate physical development with all curriculum areas.² <input type="checkbox"/> Provides opportunities for children to explore their senses.^{2,5} <input type="checkbox"/> Assists with physical activities for children with special needs.^{1,2 adapted} 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans activities that integrate physical development with all other curriculum areas.^{1,2,3} <input type="checkbox"/> Supports and guides children as they engage in activities that refine their physical abilities.^{1,3} <input type="checkbox"/> Plans and implements intentional experiences that promote healthy living habits.^{1,3} <input type="checkbox"/> Uses on-going assessment of children to adapt activities to meet specific physical development and health needs/objectives of individual children.^{1,3} <input type="checkbox"/> Designs and implements developmentally and individually appropriate curricular activities on a daily basis to enhance children's learning through all of their senses.⁵ <input type="checkbox"/> Plans sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.⁵ <input type="checkbox"/> Plans opportunities for children's physical development, including fine and gross motor, strengthening and control.⁸ <input type="checkbox"/> Includes movement as a teaching strategy for a variety of skills.⁵ <input type="checkbox"/> Arranges environment to promote physical development, in both indoor and outdoor environments.⁵ 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on promoting physical development and health.^{1,2,3} <input type="checkbox"/> Evaluates the appropriateness of physical development activities for individual children.^{1,2,3} <input type="checkbox"/> Explains how physical development and other areas of development are related.^{1,2} <input type="checkbox"/> Designs and fosters alternative approaches to learning for children with limited mobility or other physical disabilities.¹ <input type="checkbox"/> Works collaboratively with other agencies to research and communicate information about promoting physical development and health.^{1,2} <input type="checkbox"/> Uses knowledge of kinesthetic learning styles in planning curriculum.^{2 adapted} <input type="checkbox"/> Develops, implements, and monitors policies and procedures that promote the implementation of a wide variety of developmentally and individually appropriate indoor and outdoor curricular activities to enhance both fine and gross motor skills and coordination.⁵ <input type="checkbox"/> Analyzes children's sensory and physical play and makes modifications based on children's individual needs and interests.⁸

Social-Emotional Development

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Engages in everyday conversations with children to promote their positive self-concept.^{1,2,3,9} <input type="checkbox"/> Models and supports children in learning self-help skills (e.g., putting blocks away, pouring juice, using soap when washing hands, etc.).¹ <input type="checkbox"/> Tells children what will happen next to prepare them for changes in the routine and schedule. <input type="checkbox"/> Shows respectful and matter-of-fact attitude when dealing with children's bodily functions. <input type="checkbox"/> Handles children gently and goes as slowly as circumstances permit during daily routines.⁹ <i>adapted</i> <input type="checkbox"/> Recognizes that stress, separation, and transitions may interfere with children's personal and social development.^{3,9} <input type="checkbox"/> Shares children's excitement in discoveries, exploration, and manipulation of items in the environment.⁹ <input type="checkbox"/> Avoids talking about children to colleagues as though children are not present or can't hear.⁹ <input type="checkbox"/> Helps children feel valued as members of the group.⁹ <input type="checkbox"/> Recognizes age-appropriate social and emotional skills. <input type="checkbox"/> Intervenes when necessary to help children develop socially.⁹ <input type="checkbox"/> Is sensitive to varying cultural values and expectations about the child as a member of a family and an ethnic or social group.⁹ <input type="checkbox"/> Assists children in separating from the family and integrating into the program.¹ <input type="checkbox"/> Demonstrates warm, positive, trusting, nurturing, and respectful interactions with children and families so they will feel safe, secure and valued.⁸ <i>adapted</i> <input type="checkbox"/> Actively supervises children to prevent challenging behavior and promotes positive behavior. <input type="checkbox"/> Addresses behavior and situations rather than labeling child. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and implements strategies that support the development of a positive self-concept.^{1,3} <input type="checkbox"/> Provides physical environments, schedules, and routines that promote self-help, self-control, and self-regulation and minimize challenging behaviors.⁹ <i>adapted</i> <input type="checkbox"/> Has realistic expectations for children's attention, interests, and social, emotional, and physical needs. <input type="checkbox"/> Creates learning centers that provides space and materials for children to make choices and play independently. <input type="checkbox"/> Provides sufficient time for children to engage in sustained activities.⁹ <input type="checkbox"/> Provides a curriculum that teaches social skills to enhance relationships and friendships.⁹ <input type="checkbox"/> Models curiosity and information seeking. <input type="checkbox"/> Supports children's sustained efforts at activities and problem solving.⁹ <input type="checkbox"/> Provides opportunities and support to help children understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.² <input type="checkbox"/> Carries out activities for helping children name, identify, and control their feelings and emotions such as children's books, labeling, puppets, songs, and games.³ <input type="checkbox"/> Provides an environment of psychological safety where children are encouraged to experiment without fear of making mistakes.⁹ <input type="checkbox"/> Provides acceptable alternatives to unacceptable behaviors. <input type="checkbox"/> Works to ensure continuity of care, especially for infants and toddlers (e.g., each infant is assigned and learns to identify a primary caregiver).⁹ <input type="checkbox"/> Works to create a community in the program or home setting and encourages children to include others who may be isolated.⁹ <input type="checkbox"/> Encourages shy or quiet children to interact with others while respecting their personality style and temperament.⁹ <input type="checkbox"/> Models and encourages feelings of empathy and mutual respect among children and adults.^{8,9} <input type="checkbox"/> Guides children in resolving conflicts through negotiations and communication.^{1,3,9} 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies theory and current research to create a community in the classroom that fosters social and emotional development in the curriculum.^{1,2,3} <input type="checkbox"/> Communicates to others the process for developing curricula that promotes social and emotional development and positive approaches to learning.^{1,2,3,9} <input type="checkbox"/> Analyzes and applies current theory on attachment and promoting social development.⁹ <input type="checkbox"/> Identifies and communicates to others specific strategies for interacting with children with challenging behaviors.⁹

Social-Emotional Development

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
	<ul style="list-style-type: none"><li data-bbox="581 279 1027 365">❑ Emphasizes cooperation in games and activities and provides many opportunities for cooperative play.⁹<li data-bbox="581 373 1008 459">❑ Recognizes atypical personal and social development and initiates appropriate referral strategies.⁹<li data-bbox="581 468 1036 554">❑ Works to support and reinforce families for their primary role in children's personal and social development.⁹	

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Science

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Names activities and materials that support scientific thinking and inquiry (e.g., collecting, comparing, investigating, problem-solving, predicting, observing, exploring, and documenting) appropriate to the developmental levels of children.^{1,3} <input type="checkbox"/> Encourages children to ask questions and actively listens to their responses. <input type="checkbox"/> Encourages children's curiosity. <input type="checkbox"/> Guides science and nature exploration in response to children's emerging interests.² 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans age appropriate science exploration in response to children's emerging interests.^{1,3} <input type="checkbox"/> Encourages children to observe and describe what they experience using all their senses.^{1,3} <input type="checkbox"/> Encourages children to explore and investigate topics over a period of time. <input type="checkbox"/> Uses on-going assessment of children to adapt activities to support scientific thinking.^{1,3} <input type="checkbox"/> Plans activities that encourage children to explore nature and the physical world.⁸ <input type="checkbox"/> Encourages children to represent and document their experiences and to share their ideas with others.^{1,3 adapted} <input type="checkbox"/> Provides activities that support scientific thinking and inquiry (e.g., collecting, comparing, investigating, problem-solving, predicting, observing, exploring, and documenting) appropriate to the developmental levels of children.^{1,3} 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting scientific knowledge and inquiry.^{1,2,3} <input type="checkbox"/> Evaluates the effectiveness of the science curriculum and modifies as needed.^{1,3} <input type="checkbox"/> Provides opportunities for children to raise questions about the world around them and to investigate their questions using the scientific method.⁸ <input type="checkbox"/> Integrates science experiences with other activities/subjects/domains of development.

Math

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Uses mathematical language with children in daily experiences (e.g., bigger than, more than, as many as, etc.).^{1,3 adapted} <input type="checkbox"/> Names hands-on experiences (such as measuring, sorting, comparing, counting, and moving in space) that are ways children learn math. <input type="checkbox"/> Supports children in their play with different materials that support mathematical thinking. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides concrete experiences that support mathematical thinking (e.g., counting, sorting, measuring, comparing, charting, and moving in space).^{1,3,5} <input type="checkbox"/> Provides appropriate materials and time for children to explore properties related to mathematical concepts.^{1,2,3 adapted} <input type="checkbox"/> Uses on-going assessment of children to adapt activities to support mathematical thinking.^{1,3} <input type="checkbox"/> Plans and guides math exploration in response to children's emerging interests.² <input type="checkbox"/> Plans and provides opportunities appropriate to the children's developmental levels that promote exploration of shapes, sizes, space, measurement, and time.^{5 adapted} <input type="checkbox"/> Plans and provides opportunities for children to compare, categorize, and connect thoughts, words, objects and sensory experiences.^{5 adapted} <input type="checkbox"/> Plans and provides a range of opportunities to support the development of age-appropriate numeracy concepts. <input type="checkbox"/> Models the use of mathematical thinking and concepts in everyday life.^{8 adapted} 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on promoting mathematical thinking.^{1,2,3,5} <input type="checkbox"/> Evaluates the effectiveness and appropriateness of mathematics curriculum and modifies as needed.^{1,3} <input type="checkbox"/> Integrates math experiences with other activities/subjects/domains of development.

Language and Early Literacy

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> ❑ Offers formal and informal book reading experiences that encourage children to listen and talk.^{1,3} ❑ Uses age appropriate daily activities to support language and literacy development.^{1,3,8} <ul style="list-style-type: none"> ▶ Reading^{1,3} ▶ Singing^{1,3} ▶ Talking^{1,3} ▶ Music and Movement^{1,3} ▶ Sign Language^{1,3} ▶ Environmental Print ▶ Rhythm and Rhyme¹ ❑ Reads to children, modeling proper inflection, emphasis, and meaning.² ❑ Chooses a variety of songs, books, and games being sure to reflect diversity.² ❑ Talks with and listens to children to stimulate conversation.^{1,2,3} ❑ Models appropriate language. ❑ Provides opportunities and support to help children understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.² ❑ Responds positively to children's attempts to communicate.⁵ ❑ Encourages children to communicate with each other.² ❑ Provides opportunities for children to see writing and to use foundation writing skills.^{1,3} 	<ul style="list-style-type: none"> ❑ Plans and implements book reading experiences to support learning goals for children in all curriculum areas.^{1,3} ❑ Provides a wide variety of engaging, age-appropriate books in a variety of types that are easily accessible to children.⁸ ❑ Provides activities and materials appropriate to children's age for the development of phonemic/phonological awareness.⁵ ❑ Uses concrete experiences and play in an integrated approach to support and extend children' development in language and emergent literacy.⁷ ❑ Facilitates activities and experiences to stimulate communication, both verbal and written. ❑ Acknowledge oral language development as critical to later school success. ❑ Provides exposure to a rich vocabulary. ❑ Asks open-ended questions and encourages children in order to extend children's conversations.⁸ ❑ Creates a print rich environment. ❑ Uses on-going assessment of children to adapt and modify language activities to meet needs of individual children.^{1,3} ❑ Implements activities designed to support second language learners.¹ ❑ Incorporates to the greatest possible extent native language and linguistically diverse routines relative to individual children and families.⁵ ❑ Assists colleagues, families, and volunteers to promote children's early literacy experiences.⁵ ❑ Recognizes and responds to the general warning signs of communication/language delays and disorders for children of various ages.² 	<ul style="list-style-type: none"> ❑ Articulates, analyzes, evaluates, and applies current theory and research on emerging trends in language acquisition, development and early literacy.^{1,2,3,5} ❑ Designs, implements, and monitors curriculum consistent with current theories of language use and language acquisition.² ❑ Works with policy makers at all levels to understand the goals, objectives, and outcomes of emergent literacy.⁵ ❑ Informs others including families about influences of children's literacy skills connected to classroom activities. ❑ Designs activities to encourage children to talk through or explain their reasoning when solving problems.⁵ ❑ Uses ongoing assessment and evaluation to adapt and modify interactions with children to meet the specific language development needs of individual children.² ❑ Evaluates the effectiveness of language and literacy curriculum and modifies as needed.^{1,3} ❑ Collaborates with language specialists to modify and adapt curriculum activities and experiences to meet individual language and literacy development needs of each child.² ❑ Design, implements, and monitors policies procedures, and practices to ensure that a variety of appropriate and meaningful language and literacy activities are implemented on a daily basis. ❑ Develops, implements, and monitors strategies to support second language learners.¹

Creative Development

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Provides children with opportunities to be creative, without a pre-determined outcome, emphasizing the process rather than the product.^{1,2,3,8} <input type="checkbox"/> Recognizes and acknowledges cultural and individual differences that may affect children's ways of expressing themselves creatively including: ^{1,2,3} <ul style="list-style-type: none"> ▶ Music.^{1,8} ▶ Movement.^{1,8} ▶ Dramatic play.^{1,8} ▶ Visual arts.^{1,8} ▶ Construction. ▶ Storytelling. ▶ Blocks. ▶ Sand and water play. <input type="checkbox"/> Allows time for spontaneous and extended play.² <input type="checkbox"/> Uses a variety of open-ended materials.² <input type="checkbox"/> Displays children's art work in classroom and encourages family to do the same at home. <input type="checkbox"/> Provides means for carrying art work home to show respect for children's work. <input type="checkbox"/> Participates in make-believe play with children. <input type="checkbox"/> Models imaginative stories, rhymes, and nonsense words. <input type="checkbox"/> Allows children to participate in sensory activities such as sand and water play and painting that involve extra clean-up after play. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fosters imagination and creativity as the foundation for new ideas.^{1,3} <input type="checkbox"/> Uses on-going assessment of children to adapt and modify interactions to support creativity of individual children.^{1,3} <input type="checkbox"/> Plans open-ended opportunities for children to express their creativity through: <ul style="list-style-type: none"> ▶ Music.^{1,8} ▶ Movement.^{1,8} ▶ Dramatic play.^{1,8} ▶ Visual arts.^{1,8} ▶ Construction. ▶ Storytelling. ▶ Blocks. ▶ Sand and water play. <input type="checkbox"/> Integrates creative expression throughout curriculum.² <input type="checkbox"/> Documents and exhibits creative expression appropriately. <input type="checkbox"/> Informs families about the importance of individual creative expression.² <input type="checkbox"/> Articulates how children represent their thoughts, feelings, and ideas through creative expression.² <input type="checkbox"/> Provides and carefully plans for the spills and clean-up activities necessary for experiences such as sensory play and finger painting. <input type="checkbox"/> Adapts time, space, and materials to meet the needs and interests of individual children's creative development. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, monitors, and applies current theory and research on promoting creative experiences.^{1,2,3} <input type="checkbox"/> Articulates using specific examples, how children represent their thoughts, feelings, and ideas through creative expression.^{1,3} <input type="checkbox"/> Communicates the theoretical concepts underlying ways children use the arts to express themselves.² <input type="checkbox"/> Develops, implements, and monitors policies, procedures, and practices which assure creative experiences occur on a daily basis. <input type="checkbox"/> Exposes children to and helps develop their appreciation for creative and aesthetic experiences in their community.²

Key Content Area 3 — Positive Interactions and Guidance

Establish supportive relationships with children and guide them as individuals and as a part of a group.²

Relationships with Individual Children		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Provides physical and emotional security to build trusting relationships by interacting positively with children.^{1,2} <input type="checkbox"/> Interacts positively with children in ways that are responsive, warm, consistent, encouraging, and nurturing such as:^{1,2,3} <ul style="list-style-type: none"> ▶ Giving one-on-one attention.^{1,3} ▶ Talking about children's interests.^{1,3} ▶ Respecting each child's uniqueness.^{1,3} ▶ Listening to children.^{1,3,7} ▶ Using children's names.^{1,3} ▶ Communicating at children's eye level.^{1,3} ▶ Responding consistently.^{1,3} ▶ Smiling at children.^{1,3} ▶ Speaking at children's level of understanding.^{1,3} ▶ Conveying enthusiasm when giving encouragement. ▶ Giving encouragements based on the child's appropriate behavior and their effort. ▶ Participating in play with children. <input type="checkbox"/> Treats all children with fairness and consistency.^{1,3} <input type="checkbox"/> Accepts physical, social, emotional, cultural, and developmental differences in children and families.^{1,3} <input type="checkbox"/> Encourages children to express emotions in a constructive manner.^{1,2} <input type="checkbox"/> Considers and acknowledges personal beliefs regarding the causes and acceptability of specific types of behavior recognizing that parents and colleagues may have differing beliefs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with each child based on the child's specific developmental level, temperament, strengths, interests, and needs.^{1,3,7} adapted <input type="checkbox"/> Conveys acceptance of children's diverse ethnic and cultural backgrounds, abilities, and/or learning challenges.^{1,3} <input type="checkbox"/> Provides, with intentionality, an environment and activities that teach tolerance and respect for individual differences.^{1,3} <input type="checkbox"/> Solicits information from families regarding effective strategies to support individual children.^{1,3} <input type="checkbox"/> Uses strategies to assist children in learning to express emotions in a constructive manner, solve problems, and make decisions.^{1,2,3,7} <input type="checkbox"/> Recognizes there are individual variations on what forms of acknowledgement are interpreted as positive by children and responds accordingly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on relationships and supportive interactions.^{1,3} adapted <input type="checkbox"/> Adapts all interactions with children to include each child individually, accommodating for his/her temperament, personality, strengths, interests, and development pattern.^{1,3} <input type="checkbox"/> Uses child observation and assessment results to individualize and improve interactions.^{1,3} <input type="checkbox"/> Develops, implements, and monitors written policies and practices to promote effective interactions.^{1,3} adapted

Developmentally Appropriate Guidance

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Protects children from actions that would cause physical or emotional harm.^{1,2,3 adapted} <input type="checkbox"/> Recognizes developmentally appropriate guidance approaches such as choices, appropriate limits, redirection, ignoring, positive feedback, encouragement, and giving effective directions.^{1,2,3 adapted} <input type="checkbox"/> Recognizes expectations for behavior should be based on the age and developmental level of children.^{1,3 adapted} <input type="checkbox"/> Begins to respond to children's behaviors in ways that encourage self-control among children (for example, models turn-taking or negotiation of game rules).^{1,2,7 adapted} <input type="checkbox"/> Demonstrates awareness that challenging behaviors have different causes.^{1,3} <input type="checkbox"/> Seeks to find reasons for challenging behavior and responds with positive guidance techniques.^{1,3} <input type="checkbox"/> Refers to problem behaviors or situations, rather than labeling the child.^{1,2,7} <input type="checkbox"/> Solicits information from families regarding effective strategies to support children in the child care setting.⁷ <input type="checkbox"/> Recognizes that positive social/emotional development requires patient coaching and modeling to help children be successful. <input type="checkbox"/> Recognizes behaviors and situations which may cause personal self-control challenges or hot buttons spots (e.g. when child whines for "no reason"). 	<ul style="list-style-type: none"> <input type="checkbox"/> Practices and models developmentally appropriate guidance approaches that promote and teach positive behaviors, problem solving, and self-control.^{1,3} <input type="checkbox"/> Models behavior expectations based on children's age and developmental level.^{1,3} <input type="checkbox"/> Observes children and adapts guidance approaches to knowledge of individual children, their personalities, and levels of development.^{1,3,7} <input type="checkbox"/> Recognizes and responds to individual behavioral problems related to developmental or emotional stress.^{1,2,7} <input type="checkbox"/> Uses child assessment results to individualize and improve child guidance.² <input type="checkbox"/> Collaborates with families to develop individually appropriate expectations for children's behavior.^{1,3,7} <input type="checkbox"/> Participates in and models developmentally appropriate guidance approaches such as choices, appropriate limits, redirection, ignoring, positive feedback, encouragement, and giving effective directions.^{1,2,3 adapted} 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research to create guidance strategies for individuals and groups of children.^{1,2,3 adapted} <input type="checkbox"/> Articulates and models the principles for intervention and conflict resolution.^{1,2,3} <input type="checkbox"/> Designs, implements, and monitors written policies and practices for using effective positive child guidance.^{1,2,3 adapted} <input type="checkbox"/> Develops and implements individual guidance plans, accessing appropriate professionals as needed.^{1,2,3,7 adapted}

Managing Groups and the Environment

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate supervision and interventions to keep children safe.^{1,2,3} <input type="checkbox"/> Establishes and communicates limits for acceptable behavior.^{1,3} <input type="checkbox"/> Leads activities in a positive, relaxed, and pleasant atmosphere.^{1,3} <input type="checkbox"/> Follows strategies that encourage positive behaviors and reduce challenging behaviors such as:^{1,3} <ul style="list-style-type: none"> ▶ Following consistent schedules and routines.^{1,3 adapted} ▶ Alerting children to and facilitating transitions from one activity to another.^{1,3} ▶ Providing sufficient interesting materials and activities.^{1,3} ▶ Helping children follow classroom limits and/or rules and understanding the consequences of following these.^{2 adapted} <input type="checkbox"/> Recognizes that manners and friendship skills are learned developmental behaviors. <input type="checkbox"/> Varies speech and intonation to maintain children's interest in small and large group activities. <input type="checkbox"/> Enforces rules and consequences consistently and fairly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements a supportive learning environment that promotes positive interactions and behaviors and minimizes challenging behaviors such as:^{1,2,3} <ul style="list-style-type: none"> ▶ Planning physical environment that effect behavior positively.^{1,3} ▶ Helping children establish classroom rules (age three through six).² ▶ Anticipating and diffusing disruptive behavior.^{1,2} ▶ Creating consistent schedules and routines.^{1,3 adapted} ▶ Establishing consequences for limits and/or rules. <input type="checkbox"/> Observes children and makes modifications and adaptations to the environment to support individual children and the group.^{1,3 adapted} <input type="checkbox"/> Facilitates positive support of children and families through times of change and transition.^{1,3} <input type="checkbox"/> Models and encourages a wide variety of friendship-building skills <input type="checkbox"/> Establishes strategies that encourage positive behaviors and reduce challenging behaviors.^{1,3} 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on preventive environmental design strategies.^{1,3 adapted} <input type="checkbox"/> Uses child observation and assessment results to individualize and improve environmental management.^{1,3} <input type="checkbox"/> Designs, implements, and monitors written policy and practice that support needs of children and families through environmental design.^{1,3 adapted} <input type="checkbox"/> Plans for times of change and transition that support children and families.^{1,3}

Relationships with Others

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Realizes that relationships with colleagues, families, and others impacts children.³ <input type="checkbox"/> Interacts in a manner reflecting respect for self.² <input type="checkbox"/> Treats colleagues, parents and others with respect.³ <input type="checkbox"/> Respects confidentiality of colleagues, parents and others.³ <input type="checkbox"/> Cooperates with and participates as a member of the team.³ <input type="checkbox"/> Uses appropriate channels for conflict resolution per program policies and/or code of ethical conduct.³ 	<ul style="list-style-type: none"> <input type="checkbox"/> Models relationships of respect, trust, and cooperation with colleagues, families, and others.³ <input type="checkbox"/> Promotes and models teamwork and positive communication.³ <input type="checkbox"/> Practices constructive conflict resolution strategies.³ <input type="checkbox"/> Respects that colleagues may have different perspectives on issues in early childhood.¹¹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains a work environment that supports and promotes teamwork and trusting, respectful interactions.^{3 adapted} <input type="checkbox"/> Develops, implements, and monitors written policies and procedures that support effective communication and conflict resolution.^{3 adapted}

Key Content Area 4 — Family and Community

Work collaboratively with families and agencies/organizations to meet children’s needs and to encourage the community’s involvement with early care and education.²

Respect for Families		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates positively child’s accomplishments and developing skills.¹ <input type="checkbox"/> Asks families for information and observations about the child and his/her interests.¹ <input type="checkbox"/> Follows rules of confidentiality when talking with colleagues and other families both inside and outside of school.^{1,2} <input type="checkbox"/> Respects the family’s role as primary educator² and decision-maker.⁵ <input type="checkbox"/> Recognizes the family as the primary context for children’s development and learning.⁴ 	<ul style="list-style-type: none"> <input type="checkbox"/> Asks about and listens to families’ expectations for the child.^{1 adapted} <input type="checkbox"/> Invites family members to play an active role in their child’s education.^{1,2} <input type="checkbox"/> Articulates that families’ attitudes influence children’s ability and interest in learning.¹ <input type="checkbox"/> Asks about and responds empathically and knowledgeably to families’ feelings and concerns regarding child care, guidance, their children’s development, and child-rearing practices.^{5 adapted} <input type="checkbox"/> Assists families and children to become acquainted with the program and staff on the child’s first day.⁵ 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.¹ <input type="checkbox"/> Develops, implements, and monitors policies and practices for confidentiality of individual children and families by staff and volunteers.¹ <input type="checkbox"/> Develops, implements, and monitors policies which take into account differences in families.
Child and Family Relationships		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Encourages children to share family experiences and pastimes.¹ <input type="checkbox"/> Communicates with children about their family and family experiences in a respectful and sensitive manner.¹ <input type="checkbox"/> Supports children’s relationships with their families.² <input type="checkbox"/> Recognizes that family situations affect children’s behaviors.^{1 adapted} 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans activities that enable children to talk about their families.¹ <input type="checkbox"/> Describes how outside factors, including family situations, may affect children’s behaviors.¹ <input type="checkbox"/> Strengthens families’ abilities to be observers of child behavior and development.⁸ <input type="checkbox"/> Collaborates with families to respond to behaviors influenced by family situation.¹ <input type="checkbox"/> Helps families obtain clear and understandable information about their child’s disabilities and information about the family’s legal right to services.² <input type="checkbox"/> Partners with families to develop healthy behaviors and routines for children.⁸ 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes, implements, and monitors policies and practices that ensure respect and acceptance of all families.¹ <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on family systems, relationships with families, and the effects of stress on families.^{1,2}

Community Resources to Support Families

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the term <i>community resource</i>. <small>¹ adapted</small> <input type="checkbox"/> Knows location of the community resource file which includes flyers, brochures, and information about community resources that are available on site.¹ <small>adapted</small> <input type="checkbox"/> Identifies and shares with families activities in the community which benefit the child and family.¹ <small>adapted</small> 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides families with community resource information from the community resource file and other potential sources.¹ <small>adapted</small> <input type="checkbox"/> Communicates with families about the benefits and availability of community resources.¹ <input type="checkbox"/> Uses the community as a resource for children's learning (e.g., field trips, visitors, etc.).¹ <input type="checkbox"/> Listens and talks to children about their family's interactions and participation within the community.¹ <input type="checkbox"/> Encourages peer support and communication among families while maintaining appropriate confidentiality. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops and maintains a community resource file which is available to staff and families.¹ <small>adapted</small> <input type="checkbox"/> Offers information and referrals to community resources based on family needs and interests.¹ <input type="checkbox"/> Supports and encourages family and program participation in community events and attractions.¹ <small>adapted</small> <input type="checkbox"/> Accesses appropriate formalized family assessment and intervention resources for diverse families.² <input type="checkbox"/> Employs strategies for building peer support networks for families in the classroom and community.⁸ <input type="checkbox"/> Advocates for community resources for children and families at the local, state and national level.¹¹

Family/Parent Involvement

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates welcoming attitude toward families/parents in the classroom.¹ <input type="checkbox"/> Follows established procedures for encouraging and requesting family/parent involvement in the classroom (e.g., share date, time, and place for upcoming events).¹ <input type="checkbox"/> Respects and supports practices that nurture family/parent involvement in their child's care and education.³ 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides specific suggestions and requests for family/parent involvement in the classroom.¹ <input type="checkbox"/> Provides flexibility for family/parent participation according to their own schedule.¹ <small>adapted</small> <input type="checkbox"/> Encourages and provides opportunities for families/parents to share skills and talents.² <small>adapted</small> <input type="checkbox"/> Engages families in planning curriculum, evaluating program and planning transitions.³ <input type="checkbox"/> Provides flexibility for families/parents to participate according to their own interests, needs, and resources. <input type="checkbox"/> Provides learning opportunities for families/parents to better understand their children's development and growth. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops, implements, and monitors policies and practices for family/parent involvement in the classroom and program. <input type="checkbox"/> Develops and implements policies and practices which engage families/parents in planning curriculum, evaluating program, and planning transitions.^{1,14} <input type="checkbox"/> Assesses, plans, and provides diverse opportunities for family/parent support and participation.^{1,3} <input type="checkbox"/> Evaluates and modifies family/parent involvement approaches that are inclusive to many forms of involvement and participation rather than assuming families/parents "are just not interested" if planned activities are not effective.¹⁴

Positive Communication

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Effectively communicates with families about child's daily needs and activities.¹ <input type="checkbox"/> Follows facility's established guidelines for communication with families.¹ <i>adapted</i> <input type="checkbox"/> Uses positive language with families. <input type="checkbox"/> Examines one's communication skills for cultural sensitivity and overall effectiveness.⁸ <input type="checkbox"/> Differentiates between effective and ineffective communication techniques with families. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds partnerships with families through frequent, effective communication about their child's experiences and development.¹ <input type="checkbox"/> Collaborates with families to resolve problems and issues.¹ <input type="checkbox"/> Plans and conducts family conferences.^{1,2} <input type="checkbox"/> Communicates with families about curriculum, their child's individual progress, and developmental growth.² <input type="checkbox"/> Implements effective conflict resolution techniques with families.² <input type="checkbox"/> Utilizes a variety of communication mechanisms including effective oral and written communication.^{3,4} <i>adapted</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on relationships with families.¹ <input type="checkbox"/> Develops, implements, and monitors policies and practices which facilitate respectful and effective communication with families.¹ <i>adapted</i> <input type="checkbox"/> Strives to communicate challenging issues to families and with respect.

Respect for Diversity

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes that diversity exists in language, culture, socioeconomic level, special needs, faith traditions, family structure, and individual differences.¹ <input type="checkbox"/> Demonstrates respect when exposed to diversity.¹ <input type="checkbox"/> Examines one's communication skills for cultural sensitivity.⁸ <input type="checkbox"/> Familiarizes oneself with the diversity represented by the children and families within the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs an environment and implements curriculum that reflect sensitivity and respect of diversity.¹ <i>adapted</i> <input type="checkbox"/> Works effectively with families from a variety of cultural, linguistic, and socioeconomic backgrounds.² <input type="checkbox"/> Uses the family's home language whenever possible.⁵ <input type="checkbox"/> Strives to ensure that community diversity and cultures are reflected in classroom.² <i>adapted</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on issues related to diversity.¹ <input type="checkbox"/> Develops and implements policies and practices which ensure respect and acceptance of diverse families and situations.¹ <input type="checkbox"/> Describes family and community characteristics which impact the family (such as but not limited to SES, ethnicity, special needs, home language) and their impact on the lives of young children.¹⁴ <input type="checkbox"/> Builds positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures.¹⁴ <input type="checkbox"/> Incorporates the cultural contexts of children and their families into the daily program.⁴

Collaboration

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Describes the benefits of working cooperatively with colleagues, families, and community.^{1 adapted} <input type="checkbox"/> Demonstrates courtesy and a helpful attitude when working with volunteers and community representatives.¹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops a positive relationship with volunteers and community representatives.¹ <input type="checkbox"/> Supports the involvement of volunteers and community representatives in the program.^{1 adapted} <input type="checkbox"/> Positively directs volunteers in the classroom.¹ <input type="checkbox"/> Promotes public awareness about early care and education by educating families and community.^{2 adapted} <input type="checkbox"/> Assists in community outreach efforts.² <input type="checkbox"/> Participates in community assessment.² <input type="checkbox"/> Promotes interactions between children and community.^{3,4} 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds partnerships with community agencies and representatives.¹ <input type="checkbox"/> Advocates for needed services and resources for families.¹ <input type="checkbox"/> Involves communities in many aspects of children's development and learning.¹⁴ <input type="checkbox"/> Develops and maintains relationships with other disciplines and specialties in related fields.² <input type="checkbox"/> Investigates issues surrounding the uses of volunteerism in early childhood programs.² <input type="checkbox"/> Represents the early childhood field in collaborative community endeavors.² <input type="checkbox"/> Establishes a leadership role in strengthening communication and partnerships among staff, families, colleagues, and the broader community.^{4 adapted} <input type="checkbox"/> Develops, implements, and monitors policies and practices which support involving volunteers and community representatives in the program.

Reciprocal Relationships with Families

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Describes the importance of building strong relationships with families.⁸ <input type="checkbox"/> Creates and maintains open, friendly, and cooperative relations with families and communicates daily.^{1 adapted} <input type="checkbox"/> Recognizes the importance of a healthy, accessible, inclusive, and welcoming environment for all families.^{8 adapted} 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds partnerships with families through frequent, effective communication about their child's experiences and development.¹ <input type="checkbox"/> Collaborates with families to resolve problems and issues raised by either the family or the program.^{1 adapted} <input type="checkbox"/> Recognizes stress factors affecting families and offers support.^{2 adapted} <input type="checkbox"/> Works cooperatively with families on mutually agreed upon practices (e.g., infant feeding, toddler toilet learning).⁹ <input type="checkbox"/> Describes and applies a strength-based family centered practice including ways that educators partner with families.^{2,8 adapted} 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on relationships with families and strength-based approaches.^{1 adapted} <input type="checkbox"/> Develops, implements, and monitors policies and practices which facilitate respectful and reciprocal relationships with families.¹ <input type="checkbox"/> Develops, implements, and monitors policies and practices for strengths-based, family centered early education and intervention.² <input type="checkbox"/> Involves and supports families in development of Individual Family Service Plans (IFSPs) and Individual Education Plans (IEPs).²

Key Content Area 5 — Child Observation and Assessment

Observe and assess what children know and can do in order to provide curriculum that meets their developmental and learning needs.²

Observation and Assessment		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Has basic understanding of child development.¹ <input type="checkbox"/> Acknowledges that children develop at their own rate.^{1,2,3} <input type="checkbox"/> Maintains daily child records as needed (diaper changing, feeding schedules, accidents, etc.) and other documentation as required.¹ <input type="checkbox"/> Assists with the collection of objective and meaningful information about each child's development.^{1,2,3 adapted} <input type="checkbox"/> Recognizes that observation and assessment is an ongoing process.^{1,2,3} <input type="checkbox"/> Seeks guidance and support from other professionals as needed in documentation of observation and assessment.^{1,3} <input type="checkbox"/> Recognizes that findings in child observation and assessment assist in planning classroom curriculum.^{1,3} <input type="checkbox"/> Recognizes that observation and assessment information should be shared with families in a sensitive and supportive manner.¹ <input type="checkbox"/> Recognizes that families are an integral partner in the observation and assessment process. <input type="checkbox"/> Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.^{1,2,3} 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses knowledge of child development to understand and interpret the abilities and behavior of the children.¹ <input type="checkbox"/> Appreciates and accommodates a range of developmental skills among children.^{1,2} <input type="checkbox"/> Makes decisions about appropriate observation and assessment tools and gathers samples of children's work to gain a well-rounded picture of individual children.^{1,2} <input type="checkbox"/> Selects and models appropriate use of a variety of formal and informal observation and assessment methods and tools.¹ <input type="checkbox"/> Uses observation and assessment results to plan and carry out developmentally appropriate curriculum.¹ <input type="checkbox"/> Partners with families in the observation and assessment process. <input type="checkbox"/> Communicates observation and assessment results to families in a clear and supportive manner, using the home language whenever possible.^{1,2,7,5 adapted} <input type="checkbox"/> Recognizes and responds to general warning signs of delays or disorders for children of various ages, making referrals as needed.⁹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Has an in-depth understanding of child development and uses this understanding to assess individual children in the context of their age, gender, culture, and ability.¹ <input type="checkbox"/> Develops and implements individual plans based on observation and assessment.^{1,2} <input type="checkbox"/> Interprets observation and assessment data and develops action plans based on findings.¹ <input type="checkbox"/> Establishes criteria, procedures, and documentation for both informal and formal methods of observation and assessment.^{1,3,7 adapted} <input type="checkbox"/> Provides guidance and mentoring to staff/colleagues in understanding the methods and uses of observation and assessment.¹ <input type="checkbox"/> Reviews and interprets child observation and assessment data to ensure that children's developmental needs are met and to ensure informed practice.¹ <input type="checkbox"/> Communicates next step for individual children to families in a clear and supportive manner, based on observation and assessment results.^{1,3} <input type="checkbox"/> Assures the assessment system in place provides reliable and valid data as a basis for decision making for individual children and curriculum.

Children with Special Needs		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes that observation and assessment assist in identifying children with special needs to determine eligibility for services. <input type="checkbox"/> Recognizes that some children with disabilities are required by law to have an individualized plan based on observation and assessment.¹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates to others and carries out their role and responsibilities for children with disabilities under the Individuals with Disabilities Education Improvement Act (IDEA). <input type="checkbox"/> Provides input in the Individual Education Plan (IEPs) or Individual Family Service Plan (IFSPs) development meeting based on observation and assessment results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes an active role in teams that develop IEPs and IFSPs advocating for children with special needs.¹

Key Content Area 6 — Health, Safety, and Nutrition

*Establish and maintain an environment that ensures children’s healthy development, safety, and nourishment.*²

Knowledge of Regulations		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Follows minimum licensing regulations regarding health and safety in: ^{1,2,5} <ul style="list-style-type: none"> ▶ Administration of medication.^{1,3} ▶ CPR and First Aid training.^{1,2,3,5} ▶ Fire and disaster drills.^{1,2,5} ▶ Abuse and neglect.^{1,2} ▶ Communicable disease.¹ ▶ Knows and maintains staff/child ratio. <input type="checkbox"/> Releases children only to authorized persons.^{1,2} <input type="checkbox"/> Recognizes signs and symptoms of child abuse and neglect.¹ <input type="checkbox"/> Knows and follows mandated child abuse and neglect reporting laws.^{1,2,3,5} <input type="checkbox"/> Maintains the confidentiality of health, nutrition, and child abuse/neglect information.¹ <input type="checkbox"/> Demonstrates awareness of the program’s quality health and safety standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Practices procedures for fires and other emergencies, including safety procedures for children with disabilities.^{1,2} <input type="checkbox"/> Monitors compliance with regulatory requirements.¹ <input type="checkbox"/> Understands the purpose of regulations.¹ <input type="checkbox"/> Describes the functions of regulatory agencies (licensing, health, building code).¹ <input type="checkbox"/> Identifies strategies for working cooperatively with regulatory agencies.¹ <input type="checkbox"/> Implements the program’s quality health and safety standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops program policies and procedures that support the optimal growth and development of every child.¹ <input type="checkbox"/> Adheres to and stays current with laws pertaining to children and families.¹ <input type="checkbox"/> Uses a professional code of ethics to make informed decisions regarding compliance with regulations and standards. <input type="checkbox"/> Articulates the rationale for regulations, policies and standards.¹

Health		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Maintains a sanitary environment by following appropriate policies and procedures.¹ <input type="checkbox"/> Models and promotes good health practices (e.g., washing hands, brushing teeth, covering mouth and nose when coughing, sneezing, etc.).^{1,2,3,5} <input type="checkbox"/> Recognizes the reason for and importance of preventive health services for children such as well child/EPSTD (Early and Periodic Screening, Diagnosis, and Treatment) screens and immunizations. <input type="checkbox"/> Practices safe and sanitary diapering and toileting procedures.^{1,2} <input type="checkbox"/> Recognizes signs and symptoms of common childhood diseases and reports to supervisor.^{1,2,3,5} <input type="checkbox"/> Recognizes the importance of, and provides time and space for, active play and rest for all children.⁸ <input type="checkbox"/> Follows universal precautions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes good health by maintaining an environment that contributes to the prevention of illness.^{1,2} <input type="checkbox"/> Provides planned opportunities for children to learn the basics of good health practices through active learning.^{1,3} <input type="checkbox"/> Provides information for families about health, including information on medical homes, well child/EPSTD screens, and immunizations.^{8 adapted} <input type="checkbox"/> Responds appropriately to children’s illnesses (e.g., determines when the exclusion policy applies, contacts families, etc.).^{1,3} <input type="checkbox"/> Administers medicine and approved medical treatments following required guidelines.^{1,2} <input type="checkbox"/> Ensures that universal precautions are followed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs, assesses, and applies current research based on commonly recognized standards and community policies for health and safety.¹ <input type="checkbox"/> Monitors and ensures that children have many opportunities to learn the basics of good health through active learning.¹ <input type="checkbox"/> Develops program policies and exclusion criteria based on current regulations and program and community policies.¹ <input type="checkbox"/> Uses a professional code of ethics to make informed decisions regarding a healthy environment for all children.

Safety

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Actively supervises and interacts with children to ensure safety both indoors and outdoors, and in all other places where children are in care (e.g., field trips, transportation, etc.).^{1,2,3,5} <input type="checkbox"/> Follows safety rules and practices consistently.¹ <input type="checkbox"/> Assists in ensuring that all materials and equipment provided for use by children are safe.^{1,3} <input type="checkbox"/> Follows current emergency procedures.^{1,3} <input type="checkbox"/> Reviews safety practices with families. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches simple safety precautions and rules to children and implements them consistently.^{1,2} <input type="checkbox"/> Maintains a safe environment, including equipment and toys to prevent and reduce injuries.^{1,2,5} <input type="checkbox"/> Implements current emergency procedures and safety practices including documentation.¹ <input type="checkbox"/> Provides information for families about safety. <input type="checkbox"/> Assists in correcting safety hazards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses and maintains safety in all places where children are in care (e.g. field trips, transportation, outdoors, indoors etc.).^{1,2} <input type="checkbox"/> Designs and documents emergency procedures and safety practices.¹ <input type="checkbox"/> Uses a professional code of ethics to make informed decisions regarding a safe environment for all children. <input type="checkbox"/> Seeks outside consultation in safety matters when appropriate.¹

Nutrition

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Maintains sanitary environments for eating.^{1,2,3} <input type="checkbox"/> Practices safe food handling and hand washing procedures.^{1,2} <input type="checkbox"/> Recognizes health hazards in meals (choking, allergies, etc.) based on ages and stages of children and takes steps to prevent them.^{1,2} <input type="checkbox"/> Models healthy and appropriate eating habits.^{1,3} <input type="checkbox"/> Encourages healthy eating and appropriate eating habits in children. <input type="checkbox"/> Knows individual children's allergies. <input type="checkbox"/> Is familiar with current policies and procedures related to food and nutrition.^{1,3} <input type="checkbox"/> Promotes adequate water intake throughout the day to help maintain healthy brains and bodies. <input type="checkbox"/> Review the eating habits of youth to ensure a healthy diet including the fulfillment of their need to eat frequently. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate meals and snacks in a relaxed social environment based on developmentally appropriate guidelines.^{1,2,3} <input type="checkbox"/> Provides for the nutritional needs of children in accordance with applicable guidelines, such as those given by the U.S. Department of Agriculture. <input type="checkbox"/> Monitors compliance with requirements regarding individual children's allergies as indicated by families or a medical professional.^{1,2} <input type="checkbox"/> Is sensitive to cultural and other family variations in regard to food.¹ <input type="checkbox"/> Is sensitive to individual and developmental needs in regard to food and feeding. <input type="checkbox"/> Understands the relationship between poor nutrition and physical health and behavioral and emotional difficulties.^{10 adapted} <input type="checkbox"/> Implements current policies and procedures related to food and nutrition.¹ <input type="checkbox"/> Plans and guides age appropriate food preparation and cooking experiences with children.¹ <input type="checkbox"/> Plans activities in which children learn to make healthy food choices.² 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides nutritional information to parents in accordance with applicable guidelines, such as those given by the U.S. Department of Agriculture, that will assist families in making appropriate nutritional choices for their children.¹ <input type="checkbox"/> Develops and monitors current policies and procedures related to food and nutrition.¹ <input type="checkbox"/> Develops and monitors current policies and procedures related to food and nutrition and makes changes for improvement, if needed.^{1 adapted} <input type="checkbox"/> Has current knowledge of the correlation between health issues (e.g., eating disorders, diabetes, lowered life expectancy, etc.) and poor diet.¹⁰

Key Content Area 7 — Professional Development and Leadership

Serve children and families in a professional manner and participate in the community as a representative of early childhood care and education.²

Ethical Standards and Professional Guidelines

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Behaves in a professional manner.¹ <ul style="list-style-type: none"> ▶ Enjoys working with children.^{1,2,7} ▶ Demonstrates care and acceptance of others.⁴ ▶ Demonstrates dependable, responsible behavior.⁶ ▶ Exhibits good personal hygiene and appropriate appearance.^{1,7,8} ▶ Maintains good work habits.^{1,8} ▶ Displays a positive attitude.^{1,2,7} ▶ Works well with colleagues and as a part of a team.^{5,7,8} ▶ Displays commitment to program's goals.^{2,7,8} <input type="checkbox"/> States the importance of maintaining confidentiality as a professional behavior. <small>1,2,3,4,5,8 adapted</small> <input type="checkbox"/> Is aware of the difference between a professional code of ethics and personal values. <small>1,3 adapted</small> <input type="checkbox"/> Complies with legal and regulatory mandates related to daily classroom practice.^{7,8} <input type="checkbox"/> Is aware of the NAEYC Code of Ethical Conduct for Early Care and Education and/or other applicable codes as appropriate to the setting (NASW, CEC, etc.).^{1,2,3,7,11} 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior according to the applicable code of ethical conduct (NAEYC, NASW, CEC, etc.).^{1,3,11} <input type="checkbox"/> Applies the code of ethical conduct to interactions and decision-making with children, families, colleagues, employers, and the community. <input type="checkbox"/> Identifies potentially unethical practices in own behavior and makes appropriate decisions using a relevant code of ethical conduct. <small>1,2,3,5 adapted</small> <input type="checkbox"/> Distinguishes between personal values and a code of ethics.^{1,3} 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates ethical dilemmas for the program and makes appropriate decisions.^{1,2,3,7,8} <small>adapted</small> <input type="checkbox"/> Identifies and models the use of the applicable code of ethical conduct to colleagues in daily practice, instruction, policies, and procedures. <small>1,2,3 adapted</small> <input type="checkbox"/> Identifies and models use of the applicable code of ethical conduct to colleagues when working with children, families, colleagues/staff and the community on a daily basis. <input type="checkbox"/> Designs, implements, and evaluates policies and procedures for adherence to appropriate codes of ethical conduct.

Continuous Collaborative Learning

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Views self as learner.⁵ <input type="checkbox"/> Demonstrates awareness of professional resources available to staff.^{1,2,3 adapted} <input type="checkbox"/> Knows about early care and education professional organizations*.¹ <input type="checkbox"/> Becomes a member of the Traveling Arkansas' Professional Pathways (TAPP) Registry. <input type="checkbox"/> Utilizes resources available through TAPP. <input type="checkbox"/> Develops and implements a personal professional development plan.^{1,2,3,5,8} <input type="checkbox"/> Participates in TAPP and other appropriate professional development opportunities, making choices guided by the professional development plan.^{1,2,3,4,5,6 adapted} <p><i>*Out-of-school-time professional organizations are appropriate.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is currently a member in good standing of at least one recognized early care and education professional organization or groups*.^{2,5} <input type="checkbox"/> Accepts advice and constructive criticism from supervisors to improve practice.^{2,5 adapted} <input type="checkbox"/> Investigates current trends and researched-based practices in the field.^{1,3} <input type="checkbox"/> Retains active membership at the appropriate professional level in the TAPP Registry according to membership requirements. <input type="checkbox"/> Seeks out knowledge and professional resources, including those available through participation in professional organizations, to improve practice.^{1,3 adapted} <input type="checkbox"/> Reviews at least annually a personal professional development plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates and applies current trends and research and revises practice accordingly.^{1,3,5,7,8} <input type="checkbox"/> Is involved in early care and education professional organizations or groups in a leadership role.^{1,3,5} <input type="checkbox"/> Mentors others' professional growth (as appropriate to role and position).^{1,2,3,4,5} <input type="checkbox"/> Becomes a verified trainer in the TAPP Registry (if appropriate to position). <input type="checkbox"/> Explores, for own professional development, appropriate opportunities and resources outside of early care and education*.

Reflective Practice

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Seeks input from supervisors and colleagues regarding work with children, families, and staff/colleagues.^{1,3} <input type="checkbox"/> Discusses experiences and practices within the program with colleagues, identifying areas of strengths and areas of improvement.^{1,3} <input type="checkbox"/> Recognizes that reflection on teaching and learning, staff interaction, professional development/education, and journals will improve work with children, families, and staff/colleagues.^{7 adapted} <input type="checkbox"/> Uses TAPP competencies as a base for consideration of their own work with children, families, and colleagues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses reflections to modify and improve work with children, families, colleagues, and community.^{1,3,4,5,7 adapted} <input type="checkbox"/> Develops personal goals based on reflections of current practice, which may inform the personal professional development plan.^{1,3,4} <input type="checkbox"/> Participates in evaluation of program related to quality standards or program accreditation.^{1,3} 	<ul style="list-style-type: none"> <input type="checkbox"/> Examines own work, sources of professional knowledge, and the broader contexts of the early care and education field to improve practice.^{1,3} <input type="checkbox"/> Encourages the expression of multiple perspectives in reflection and practice.^{1,3} <input type="checkbox"/> Models, supports, and teaches reflective approaches to current practices and research.^{1,3,4 adapted} <input type="checkbox"/> Designs and implements evaluation of program related to quality standards or program accreditation, using the results to continually improve services.

Advocacy⁶

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes early care and education as a profession.^{1,3} <input type="checkbox"/> Recognizes there are specific differences in for caring and educating young children and caring for and educating older children. <small>1,3 adapted</small> <input type="checkbox"/> Knows that quality early care and education experiences are important for the optimal development of young children and youth for their later school and life success.^{1,3 adapted} <input type="checkbox"/> Recognizes the role that law and regulations have related to programs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands that federal, state, and local legislation and public policy affects children, families, programs, and the early care and education profession.^{1,3} <input type="checkbox"/> Articulates the significance of the early years and the value of early care and education programs to families and the community.^{1,3} <input type="checkbox"/> Articulates the role community support services and other family resources play in supporting children's development. <input type="checkbox"/> Promotes best practice, including culturally sensitive practices for children and families.^{1,3} <input type="checkbox"/> Participates in advocacy activities that benefit children, families, and early childhood professionals.⁸ <input type="checkbox"/> Recognizes the different sectors of the early care and education profession and how these relate to each other. 	<ul style="list-style-type: none"> <input type="checkbox"/> Informs others (including colleagues, families and community) about current research, trends, and most effective practice in order to equip them to be advocates themselves.^{1,3} <input type="checkbox"/> Advocates for appropriate services and legislation for young children, families and the profession.^{1,3} <input type="checkbox"/> Advocates for recognition of early care and education as a profession.^{1,3} <input type="checkbox"/> Understands how public policies are developed and uses strategies to influence public policy.^{1,3} <input type="checkbox"/> Explains how local, state, and federal government policies affect early care and education.² <input type="checkbox"/> Advocates for a coherent and seamless system of early care and education for children and families, in which all sectors are valued and supported. <input type="checkbox"/> Participates in local, state, regional, and/or national activities, contributing time and knowledge, toward efforts to improve the early care and education system.

Key Content Area 8 — Program Planning and Management

Establish, implement, and evaluate an early care and education program.²

Organizational Management		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Complies with regulations, quality standards, and program policies/procedures.^{1 adapted} <input type="checkbox"/> Contributes to program evaluation.^{9 adapted} <input type="checkbox"/> Knows and follows program risk management policies. <input type="checkbox"/> Knows program goals and objectives.³ <input type="checkbox"/> Follows daily activity plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists with maintaining documentation to meet federal, state, and local legislation, regulations, and professional standards.^{1 adapted} <input type="checkbox"/> Assists in development of and Implements program policies.¹ <input type="checkbox"/> Daily practice supports program goals and objectives.^{9 adapted} <input type="checkbox"/> Participates in program evaluation.⁹ <input type="checkbox"/> Assists in developing program risk management plan. <input type="checkbox"/> Assists with program evaluation. <input type="checkbox"/> Knows the social service, health, and education resources of the community and uses them when appropriate.¹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy on organizational management.¹ <input type="checkbox"/> Applies federal, state, and local legislation, regulations, and professional standards to organize and develop program policies and systems.^{1 adapted} <input type="checkbox"/> Collaborates effectively with colleagues and with board/advisory groups to develop and implement policies and procedures for staff/colleagues and families.^{1 adapted} <input type="checkbox"/> Designs and implements a system for regular program evaluation and improvement. <input type="checkbox"/> Develops and implements a system for regular review of risk management plan. <input type="checkbox"/> Collects input and data for productive decision-making.⁹ <input type="checkbox"/> Provides strong leadership and visionary direction.¹
Personnel Management		
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Implements knowledge and skills gained in new employee orientation. <input type="checkbox"/> Knows and follows job description and program policies/procedures.¹ <input type="checkbox"/> Behaves as a responsible staff member and participates in the program team, sharing program responsibilities.^{1 adapted} <input type="checkbox"/> Communicates effectively with co-workers, families, children, volunteers, and others. <input type="checkbox"/> Follows established lines of communication in accordance with program policies.¹ <input type="checkbox"/> Respects confidentiality of co-workers, children, families, and others.¹ <input type="checkbox"/> Is able to receive and use constructive feedback.⁹ <input type="checkbox"/> Identifies relative strengths and needs in personal job performance. <input type="checkbox"/> Participates in professional development opportunities.¹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists in new employee orientation. <input type="checkbox"/> Assists in consistently implementing federal/state labor laws and program policies/procedures.^{1 adapted} <input type="checkbox"/> Orients and supports volunteers. <input type="checkbox"/> Models effective teamwork and exchange of ideas among colleagues, administrators, and volunteers. <input type="checkbox"/> Implements established lines of communication within the program/agency.¹ <input type="checkbox"/> Coordinates services and cooperates with other professionals.¹ <input type="checkbox"/> Effectively provides feedback to co-workers.^{9 adapted} <input type="checkbox"/> Participates in the performance appraisal process. <input type="checkbox"/> Works with colleagues to assure implementation of developmentally appropriate practice.¹ <input type="checkbox"/> Identifies personal professional development needs.¹ <input type="checkbox"/> Identifies professional development opportunities to support staff development.¹ 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops and implements a system for recruiting, hiring, and orienting new employees and volunteers. <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy of personnel management.¹ <input type="checkbox"/> Facilitates effective teamwork.¹ <input type="checkbox"/> Develops effective lines of communication within the agency.¹ <input type="checkbox"/> Designs and implements a system for effective supervision and ongoing performance appraisal. <input type="checkbox"/> Develops and implements a staff retention plan.^{1 adapted} <input type="checkbox"/> Designs and implements professional development plans based on program mission/goals and identified individual staff needs and interests.¹ <input type="checkbox"/> Supports a system of professional development and advancement.^{1 adapted} <input type="checkbox"/> Serves as a mentor to less experienced colleagues.

Resource Management

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <input type="checkbox"/> Follows bookkeeping procedures.¹ <input type="checkbox"/> Uses time and materials efficiently.¹ <input type="checkbox"/> Models and teaches the care and maintenance of materials.¹ <input type="checkbox"/> Utilizes generally accepted business practices.¹ <input type="checkbox"/> Identifies resources within the program and the community to enhance program operations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists in planning and utilizing a budget.¹ <input type="checkbox"/> Follows procedures to maintain a system of checks and balances. <input type="checkbox"/> Assists with conducting and maintaining an inventory of supplies, materials, and equipment.^{1 adapted} <input type="checkbox"/> Manages program resources effectively.¹ <input type="checkbox"/> Assists with development and implementation of a public relations and marketing plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy of financial management (best business practices).¹ <input type="checkbox"/> Develops and maintains program budget, fee structure, and staff pay scale. <input type="checkbox"/> Aligns fiscal policy and expenditures with program philosophy and goals.^{1 adapted} <input type="checkbox"/> Establishes and implements a system of checks and balances.¹² <input type="checkbox"/> Seeks additional funding opportunities.¹ <input type="checkbox"/> Collaborates with appropriate community partners to ensure unduplicated costs.¹ <input type="checkbox"/> Develops and implements a public relations and marketing plan.^{1,7} <input type="checkbox"/> Develops and implements fiscal business plan.¹

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