



## **Alignment of Washington State Core Competencies for Early Care and Education Professionals and the NAEYC Standards for Early Childhood Professional Preparation Programs**

*A Project of the Early Childhood Teacher Preparation Council of Washington*

*Author: Brenda Boyd, Ph.D.*

*Reviewers: Marilyn Chu, Ed.D., Sally Holloway, M.A.*

This document provides a “crosswalk” of the WA state Core Competencies and the NAEYC Professional Preparation Standards to examine the degree of similarity between these two sets of expectations for professional working in the field of early learning. This analysis represents a first step toward integration of the various systems guiding professionals in Washington State.

Integration of systems is one goal of NAEYC’s Early Childhood Workforce Systems Initiative, and specifically it’s Policy Blueprint for State Early Childhood Professional Development Systems. (Lutton, 2012). The Blueprint is a tool to assist stakeholders within a state who are “working to connect professional development activities and initiatives into an integrated system” (Lutton, 2012, pg. 52). Thus, the goal of the Workforce Systems Initiative and this document is to move Washington state standards toward greater integration, by examining the amount of similarity between two sets of expectations related to professional preparation.

In 2009, The Washington state Legislature directed the state Department of Early Learning to develop a document containing Core Competencies for the early learning workforce. These competencies were intended to serve as a resource document outlining the skills and knowledge required for success by early care and education professionals. The result is a set of over 650 competencies, across eight content areas, some with multiple sub-areas. The competencies are also organized into five skills levels from entry to the field to advanced academic preparation. Again, this document outlines what professionals at varying levels of expertise and/or education should know and what skills they should hold. This document is highly detailed and often contains specific descriptions of the practices to be demonstrated by the early childhood professional. The eight content areas include:

1. Child Growth and Development
2. Curriculum and Learning Environments
3. Ongoing Measurement of Child Progress
4. Families and Community Partnerships
5. Health, Safety, and Nutrition
6. Interactions
7. Program Planning and Development
8. Professional Development and Leadership

The NAEYC Standards for Early Childhood Professional Preparation Programs also presents expectations for professionals, but in this case, the expectations are for the programs of higher education that grant degrees in early childhood education. The standards outline what is expected to be taught within these programs of higher education, and assume that the curricula being presented within these institutions will result in teachers being able to exhibit the competencies identified in, for example, the Core Competency document. The NAEYC standards include 22 key elements organized within 6 standards including:

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using Content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

The following table shows the correspondence between the two sets of expectation with the intended purpose of assessing comparability in performance criteria. Analysis of this correspondence revealed the following:

The two sets of expectations are generally quite similar with a great deal of shared content. Almost all of the competencies and standards could be aligned as follows:

- **Equivalent Match** - Clearly stated specific practice is evident and able to be aligned
- **Comparable Match** - Meets the spirit of the criteria but not the wording, and may be aligned

Because the Competencies are much more detailed, and the Standards written as general expectations or benchmarks, sometimes the correlation needed to be explained with some content from the Standards document. Such notes are provided as necessary.

The NAEYC standards are statements of core knowledge, understanding, and methods and are intended to be applicable to multiple professional early childhood roles, but are primarily focused upon the skills and knowledge pertinent to teaching young children (birth to age 8). The Competencies include one content area, Program Planning and Development, which includes sub-areas of Program Planning and Evaluation, Personnel Management, and Financial Management. Some competencies in this area were specifically focused on administrative and managerial skills for which NAEYC Standards had no match. Again, because the competencies in this content area are more focused on administrative kinds of skills and the Standards are focused more on teacher preparation, there is an identified gap in the correspondence for this area. In these few instances, the cells were left blank in the NAEYC standards column of the table.

Suggested next steps:

- Distribute the “crosswalk” to all institutions of higher education, community / technical colleges and universities offering ECE programs.
- Support on-going discussion around the visibility of NAEYC standards and Washington State Core Competencies as program outcomes and course student outcomes.

This crosswalk analysis represents one step toward integration of the various systems guiding professionals in Washington State. The expectation is that our children and their families will be better served by a fully integrated professional development system.

### References

Lutton, A. (Ed.) (2012). *Advancing the Early Childhood Profession: NAEYC Standards and Guidelines for Professional Development*. Washington, DC: NAEYC.

WA State Department of Early Learning. (ND). *Washington State Core Competencies for Early Care and Education Professionals*. Olympia, WA: DEL

**Alignment of Washington State Core Competencies for ECE and NAEYC Standards for EC Professional Preparation Programs**

WA State Core Competencies	NAEYC Standards Applicable to Each Core Competency
<p align="center"><b>Content Area I Child Growth and Development: Level 1</b></p>	
<p>a. Recognizes that development occurs in a continuum.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Knowing and understanding the multiple influences on development and learning</p>
<p>b. Identifies basic developmental milestones of children identified in the <i>Washington State Early Learning and Development Benchmarks (now the "Guidelines")</i>.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs</p>
<p>c. Recognizes that infant and toddler development occurs within the context of a secure relationship with a consistent caregiver.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interaction as the foundation of their work with children.</p>
<p>d. Recognizes that children respond to situations differently.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning</p>
<p>e. Understands that children and families have different needs.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning</p>
<p>f. Recognizes that children learn and develop through play.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>(note: especially the <u>supportive</u> component of this element—“use understanding of...child development to help each child understand...from...experiences through play...” (Lutton, 2012, pg. 20)</i></p>
<p>g. Adapts and modifies care and education to children’s changing needs and unique personalities.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>(note; especially the <u>challenging</u> component of this element—“the learning environments...are appropriately challenging.” (Lutton, 2012, pg. 20)</i></p>
<p>h. Respects and accepts cultural differences, including family values and strengths, and the positive effects those differences may have on behavior and development.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning</p>
<p align="center"><b>Content Area I Child Growth and Development: Level 2</b></p>	

a. Recognizes that infant and toddler needs and caregiving routines set the framework for embedded learning.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
b. Identifies developmental milestones identified in the <i>Washington State Early Learning and Development Benchmarks (now the Guidelines)</i> .	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
c. Identifies physical, cognitive, social/emotional, and communication developmental stage of children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
d. Recognizes different personalities and individual differences of children and families in development and their impact on children’s needs.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning
e. Adapts care and education to children’s changing needs.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Knowing and understanding the multiple influences on development and learning
f. Documents through child observation and screening any risk factors, delays or disabilities that may indicate a need for special services.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.
g. Builds children’s understanding of their own and other cultures by providing opportunities for them to learn about the culture and traditions of the children and families within a setting.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning
h. Works with the family and intervention team to meet the requirements of children with special needs.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
<b>Content Area I</b>	
<b>Child Growth and Development: Level 3</b>	
a. Recognizes that interaction with people and the environment stimulates the child’s brain function and therefore brain growth and development.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning
b. Identifies developmental stages or milestones of infant development from birth through 12 months in three-month increments identified in the <i>Washington State Early Learning and Development Benchmarks (now the Guidelines)</i> .	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
c. Identifies developmental stages of toddler development from 13-36 months in six-month increments.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
d. Explains the physical, social/emotional and cognitive differences of children as relates to the children in their care.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning

e. Explains social and learning styles of children and various ways children learn.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning <i>Note: Especially, “Those influences include...individual developmental variations and learning styles...” (Lutton, 2012, pg. 20)</i>
f. Explains current theories and ongoing research in early care and education as it applies to the children in their care.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
g. Creates environments and experiences that affirm and respect cultural, linguistic, ethnic and socio-economic diversity.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially “...environments reflect respect...for each child’s culture, home language...” (Lutton, 2012, pg. 20)</i> <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches <i>Note: Especially “...approaches to promote...children’s development includes linking children’s language and culture to the early childhood program” (Lutton, 2012, pg. 20)</i>
h. Encourages and promotes an inclusive and collaborative educational philosophy by fostering peer learning and acceptance when appropriate	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches <i>Note: Especially “Candidates ... develop the capacity to build a caring community of learners in early childhood settings” (Lutton, 2012, pg. 23)</i>
i. Accesses and uses resources and services for families and children with special needs.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships <b>Standard 3 Observing, Documenting and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
<b>Content Area I</b> <b>Child Growth and Development: Level 4</b>	
a. Applies major theories and interrelationships across developmental areas of early care and education	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Integrates information on growth, development, and learning patterns of individuals and groups and applies to practice	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
c. Shares information with families about the general principles of child growth and development	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
d. Demonstrates knowledge of inclusive philosophy and practices	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially “...environments reflect respect...for each child’s individual abilities or disabilities...”, “...candidates apply their knowledge...to construct...environments that provide achievable...experiences for all children—including children with special abilities and children with disabilities or developmental delays” (Lutton, 2012, pg. 20)</i>

	<p><b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b>  Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches  <i>Note: Especially, “Candidates demonstrate the essential <u>dispositions</u> to develop positive, respectful relationships with children...who may have developmental delays, disabilities, or other learning challenges (Lutton, 2012, pg. 24)</i></p>
e. Demonstrates ability to embrace and integrate cultural, linguistic, ethnic and socio-economic diversity into the daily curriculum by partnering with families and caregivers to incorporate and value aspects of language and traditions into the daily routine	<p><b>Standard 2 Building Family and Community Relationships</b>  Key Element 2a: Knowing about and understanding diverse family and community characteristics  Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships  Key Element 2c: Involving families and communities in their children’s development and learning</p>
f. Demonstrates knowledge of the effects of biological and environmental factors on development	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1c: Knowing and understanding the multiple influences on development and learning</p>
g. Demonstrates knowledge of inclusive philosophy and practices and recognizes the range of development in young children	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  <i>Note: Especially “...environments reflect respect...for each child’s individual abilities or disabilities...”, “...candidates apply their knowledge...to construct...environments that provide achievable...experiences for all children—including children with special abilities and children with disabilities or developmental delays” (Lutton, 2012, pg. 20)</i></p> <p><b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b>  Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches  <i>Note: Especially, “Candidates demonstrate the essential <u>dispositions</u> to develop positive, respectful relationships with children...who may have developmental delays, disabilities, or other learning challenges (Lutton, 2012, pg. 24)</i></p>
<b>Content Area I</b>	
<b>Child Growth and Development: Level 5</b>	
a. Articulates, applies, analyzes, and evaluates current theory, research, and policy on child growth and development	<p><b>Standard 6 Becoming a Professional</b>  Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>
b. Communicates major theories, research and issues relevant to child growth and development to families in a way that is meaningful	<p><b>Standard 6 Becoming a Professional</b>  Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>
<b>Content Area II</b>	
<b>Curriculum and Learning Environment</b>	
<b>Creating the Learning Environment and General Curriculum</b>	
<b>Level I</b>	
a. Recognizes that infant and toddler needs and caregiving routines set the framework for a daily schedule.	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs</p>

	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interaction as the foundation of their work with children.
b. Follows a consistent yet flexible schedule that is appropriate for all children.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education. <i>Note: Especially “A flexible, research-based repertoire of teaching/learning approaches to promote young children’s development includes making the most of the environment, schedule and routines...” (Lutton, 2012, pg. 24)</i>
c. Plans regular daily activities that include indoor and outdoor activities.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education. <i>Note: Especially “A flexible, research-based repertoire of teaching/learning approaches to promote young children’s development includes Setting up all aspects of the indoor and outdoor environment...” (Lutton, 2012, pg. 24)</i>
d. Maintains a physically and emotionally safe environment and creates learning spaces with focus on safety, health, routines and play/exploration.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially “...environments are healthy—that is, candidates possess the knowledge and skills needed to promote young children’s physical and psychological health, safety, and sense of security.” (Lutton, 2012, pg. 20)</i>
e. Recognizes that infants and toddlers need spaces that promote movement and exploration.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
f. Offers children choices.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education.
g. Supports and encourages children’s participation in a variety of activities.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education.
h. Plans individual, small group and large group activities.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
i. Provides a variety of activities that are at the different developmental levels of the children in a setting.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
j. Ensures that educational materials are child accessible and are changed or rotated with intentionality.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education.
<b>Content Area II Curriculum and Learning Environment Creating the Learning Environment and General Curriculum Level 2</b>	
a. Maintains and monitors a daily schedule that allows for individual infant routines and flexible toddler routines.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs

b. Provides for a balance of infant-led and caregiver/teacher-guided activities, always following the infant's lead.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
c. Provides for a balance of child-directed and caregiver/teacher-guided activities throughout the day for toddlers.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
d. Builds children's pride in their cultures, families and communities by creating learning centers that reflect culture and community members of the children (e.g., culturally reflective themes, home language reflected in print, items from home family photographs included in environment).	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diverse family and community characteristics Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children's development and learning
e. Plans and adapts curricula and environments, including the selection of materials appropriate to the developmental levels of the children within a setting.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.
f. Creates a learning environment that has dedicated areas for sleeping, eating, diaper changing, food and bottle preparation, physical exploration and movement, individual play, group play, and storage.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
g. Encourages children's learning through play and interactions.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
h. Maintains, monitors and adapts a daily schedule appropriate for young children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
i. Provides an interesting and secure environment that encourages play, exploration, interaction and learning while recognizing that classroom/center space, materials, daily routines, and relationships all influence the environment.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
j. Arranges effective and appropriate learning centers that promote active exploration and cooperative play.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
k. Selects materials appropriate to the developmental levels of all children within a setting.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
l. Provides space balanced between active and quiet areas, individual and group, and indoor and outdoor activities.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
m. Uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, ethnic, socio-economic and	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diverse family and community characteristics

special needs.	Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning
n. Understands basic classroom management theories, individual guidance techniques and integration of children with special needs.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children Key Element 4b: Knowing and understanding effective strategies and tools for early education
<b>Content Area II Curriculum and Learning Environment Creating the Learning Environment and General Curriculum Level 3</b>	
a. Uses opportunities throughout the day to incorporate activities that facilitate development in language, fine/gross motor, social-emotional and cognitive areas.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
b. Promotes children’s development of age appropriate, self-regulated behaviors by using routines, schedules and classroom design.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
c. Builds children’s understanding of their own and other cultures by providing cultural experiences using songs, stories and language familiar to the child.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diverse family and community characteristics Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning
d. Builds children’s pride in their cultures, families and communities by creating learning centers that reflect culture and community members of the children (e.g., culturally reflective themes, home language reflected in print, items from home family photographs included in environment).	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diverse family and community characteristics Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning
e. Plans and adapts curricula and environments, including the selection of materials appropriate to the developmental levels of the children within a setting.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
f. Uses appropriate materials, activities and strategies in an integrated curriculum that includes literacy, math, science, social studies, health, safety, nutrition, art, music, dramatic play and movement.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5a: Understanding content knowledge and resources in academic disciplines Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines. Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for young children.
<b>Content Area II Curriculum and Learning Environment</b>	

<b>Creating the Learning Environment and General Curriculum Level 4</b>	
a. Builds infant-toddler curriculum using routines, child preferences, characteristics, and individual needs and abilities as the basis for the curriculum.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially “...environments reflect <u>respect</u> for each child as a feeling, thinking individual...” (Lutton, 2012, pg. 20)</i>
b. Understands the different learning needs of young infants, mobile infants and toddlers and designs curriculum that reflects those varying needs.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
c. Creates learning in the environment by using materials, child-choice and play as context for enhancing development and active learning.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.
d. Plans, implements and evaluates the learning environment and curriculum to maximize learning potential and growth of all children individually and as a group, including children with special needs	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for young children.
e. Chooses, uses and evaluates appropriate technologies for the age of children within a setting.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.
f. Ensures the environment facilitates learning in all developmental areas: cognitive, language, physical, social and emotional as identified in the <i>Washington State Early Learning and Development Benchmarks (now Guidelines)</i> .	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristic and needs <i>Note: Especially “...This foundation encompasses multiple, interrelated areas of children’s development and learning—including physical, cognitive, social, emotional, language, and aesthetic domains; play, activity, and learning processes...” (Lutton, 2012, pg. 20)</i>
g. Plans environment for children with special needs or learning styles based upon recommendations and input from families and specialists.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
h. Demonstrates the knowledge and ability to modify the environment to manage behaviors when necessary.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
i. Develops strategies that allow children to play an important role in planning curriculum.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
j. Explains and applies major theories of early care and education, including the foundational research behind theories.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspective on early education
k. Creates learning environments that allow individuals to retain and appreciate their own and each others’ language, ethnicity and cultural heritage.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning

<p>I. Develops strategies that support the children', parent/family and school district personnel's role in informing curriculum planning and development.</p>	<p><b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children's development and learning</p>
<p><b>Content Area II</b> <b>Curriculum and Learning Environment</b> <b>Creating the Learning Environment and General Curriculum</b> <b>Level 5</b></p>	
<p>a. Designs curriculum and/or curriculum supports and shares curriculum designs and supports with others.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice</p>
<p>b. Teachers others how to design curriculum.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice</p>
<p>c. Articulates, analyzes, evaluates, and applies current theory and research on design of curriculum and environment.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective and critical perspectives on early education</p>
<p>d. Communicates major theories, research and issues relevant to infant-toddler early care and education.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective and critical perspectives on early education</p>
<p><b>Content Area II</b> <b>Curriculum and Learning Environment</b> <b>Promoting Physical Development</b> <b>Level 1</b></p>	
<p>a. Understands that gross and fine motor skills develop along a continuum.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs</p>
<p>b. Allows infants and toddler daily opportunities for gross and fine motor play.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>
<p>c. Interacts appropriately with children during physical activities.</p>	<p><b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education</p>
<p>d. Plans for daily outdoor gross motor play time.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>
<p>e. Plans for indoor gross motor play time when being outdoors is not possible due to inclement weather.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>

f. Participates actively in children’s activities.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children Key Element 4b: Knowing and understanding effective strategies and tools for early education
g. Ensure child safety during gross motor play.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially “First, the environments are <u>healthy</u>—that is candidates possess the knowledge and skills needed to promote young children’s physical and psychological health, <b>safety</b>, and sense of security.</i>
<b>Content Area II Curriculum and Learning Environment Promoting Physical Development Level 2</b>	
a. Plans indoor and outdoor activities for fine and gross motor skills.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
b. Introduces sensory experiences to children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
c. Creates and identifies opportunities throughout the day when infants and toddlers can incorporate fine and gross motor play.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
d. Incorporates a variety of equipment, activities, materials and opportunities to promote the physical development of children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
e. Incorporates components of children’s home and family culture into outdoor play setting.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
f. Involves children with special needs in gross and fine motor activities and provides support and assistance when appropriate.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education

<p>g. Plans activities that integrate physical development with the arts and all curriculum areas.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b>  Key Element 4b: Knowing and understanding effective strategies and tools for early education</p>
<p><b>Content Area II  Curriculum and Learning Environment  Promoting Physical Development  Level 3</b></p>	
<p>a. Adapts activities for children with special needs.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b>  Key Element 4b: Knowing and understanding effective strategies and tools for early education</p>
<p>b. Identifies developmental stages of infant fine and gross motor development from birth through 12 months in three-month increments as identified in the <i>Washington Early Learning and Development Benchmarks (now the Guidelines)</i>.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs</p>
<p>c. Identifies developmental stages of toddler fine and gross motor development from 13-36 months in six-month increments as identified in the <i>Washington Early Learning and Development Benchmarks (now Guidelines)</i>.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs</p>
<p>d. Recognizes that fine and gross motor activities and opportunities with infants are derived from the infant’s natural pattern of time awake and readiness to engage with adults and the environment.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs</p>
<p>e. Identifies when benchmark milestones in physical development are not present and follows up with appropriate resources and referrals.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs  <b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b>  Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues</p>
<p>f. Explains, in a meaningful way, to families and other professionals the importance of combining fine and gross motor movement, with other developmental areas (language/literacy, cognition).</p>	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs  <b>Standard 2 Building Family and Community Relationships</b>  Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p>

	<p><b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>
<p><b>Content Area II</b> <b>Curriculum and Learning Environment</b> <b>Promoting Physical Development</b> <b>Level 4</b></p>	
<p>a. Evaluates the effectiveness and appropriateness of physical development activities for infants and toddlers through observation of child responses and alters experiences as appropriate.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3c: Understanding and using observation, documentation and other appropriate assessment tools and approaches <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for each child</p>
<p>b. Creates activities that encourage children at different ability levels to play and learn together.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>
<p>c. Invites feedback and input from families to ensure that cultural norms and values are respected when designing gross and fine motor activities.</p>	<p><b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diver family and community characteristics Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning</p>
<p>d. Uses observations and child feedback to evaluate the effectiveness and appropriateness of physical development activities for individuals and the group and modifies activities to meet the needs of individuals and the group.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3c: Understanding and using observation, documentation and other appropriate assessment tools and approaches <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for each child</p>
<p><b>Content Area II</b> <b>Curriculum and Learning Environment</b> <b>Promoting Physical Development</b> <b>Level 5</b></p>	
<p>a. Understands that physical development in infants begins with the head and progresses downward to the neck, torso, lower body and extremities and from the middle outward.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs</p>
<p>b. Explains how physical development and other areas of development interrelate.</p>	<p><b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs</p>
<p>c. Uses knowledge of kinesthetic learning styles when teaching</p>	<p><b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b></p>

others.	Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
d. Designs and fosters alternative approaches to learning.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
e. Articulates, analyzes, evaluates and applies current theory and research on promoting physical development.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
f. Works collaboratively with other agencies to research and communicate information about promoting physical development.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
<b>Content Area II Curriculum and Learning Environment Promoting Cognitive Development Level 1</b>	
a. Understands that cognitive skills and abilities develop along a continuum.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
b. Talks and plays with children throughout the day.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.
c. Provides children with a variety of materials with which to play and explore.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
d. Provides predictable and consistent routines.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
e. Responds to children when crying or visibly distressed.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.
f. Encourages curiosity and exploration and actively engages toddlers as a communication partner.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
g. Provides infants and toddlers opportunities to explore characteristics of safe, appropriate objects by allowing them to see, touch, taste (or mouth), smell and hear the object.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
<b>Content Area II Curriculum and Learning Environment Promoting Cognitive Development Level 2</b>	
a. Engages in verbal interactions where the adult uses repetition of words, changes in inflection and tone, and nonverbal facial and	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education

body gestures to engage the child.	
b. Recognizes that learning for infants and toddlers takes place in the context of a relationship.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.
c. Maintains adult’s role as facilitator or partner in play by following the infant’s lead, and allowing the infant to disengage from interaction when indicated by infant’s reactions.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
d. Encourages play to promote cognitive development.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
e. Offers a print-rich environment to create opportunities for emerging literacy.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
f. Offers learning opportunities reflecting the cultural, linguistic, ethnic and socio-economic diversity of children in the setting.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diverse family and community characteristics Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning
g. Asks children relevant open-ended questions.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
h. Provides activities and opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and learning styles of children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
i. Leads math, science, and nature exploration in response to children’s emerging interests.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child
j. Provides learning experiences on a variety of developmental levels.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
<b>Content Area II Curriculum and Learning Environment Promoting Cognitive Development Level 3</b>	
a. Revisits learning activities with children so they can build memory and recognition overall to be successful.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
b. Designs learning opportunities reflective of cultures represented in the community of the program.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diverse family and community characteristics Key Element 2c: Involving families and communities in their children’s development and learning

c. Explains cognitive development and the relationship of children’s earliest experiences to their individual differences.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding the multiple influences on development and learning
d. Displays responsiveness to infants through interacting as a partner in interactions, setting up the environment, and providing interesting and appropriate materials.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
e. Recognizes when infants and toddlers are alert and ready for interaction with adults, other children, or materials in the environment as well as when infants and toddlers are disengaged.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
f. Identifies when benchmark milestones in cognitive development are not present and in need of further attention.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
g. Helps children explore concepts such as space, time, shape and quantity in meaningful ways in their everyday routines.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child
h. Plans and guides math, science and nature exploration in response to children’s emerging interests.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child
i. Provides opportunities for children to organize, compare, and contrast thoughts, words, objects, and sensations and to solve problems.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child <i>Note: Especially “Candidates who have skills in developing and implementing meaningful curricula will also support young children’s ability—and motivation—to solve problems and think well.” (Lutton, 2012, pg. 26)</i>
j. Provides activities that promote children’s understanding of size, shape, color and directionality.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas of academic disciplines
k. Builds upon and expands children’s language by using descriptive words and sentences.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
<b>Content Area II Curriculum and Learning Environment Promoting Cognitive Development Level 4</b>	
a. Varies play and interactions to correspond to children’s individual preferences, abilities and learning needs.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

b. Plans, implements, evaluate and modifies curriculum to engage infants and toddlers in exploration and encourages them to construct their own knowledge.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
c. Plans, implements, evaluates, and modifies curriculum to engage children in problem solving and encourage children to construct their own knowledge.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
d. Ensures that infants and toddlers are cognitively enriched by selecting, organizing and using high-quality materials and equipment and by adapting the environment to support each child’s skill acquisition and success.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
e. Ensure that children are intellectually challenged by selecting, organizing and using high-quality materials and equipment and by adapting the environment to support each child’s skill acquisition and success.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
f. Recognizes the level of alertness and activity of infants affects their ability to learn through adult interaction.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
g. Recognizes that family interactions with infants and toddlers and care giving routines are handled uniquely in each culture.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diverse family and community characteristics Key Element 2c: Involving families and communities
h. Uses knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child
<b>Content Area II Curriculum and Learning Environment Promoting Cognitive Development Level 5</b>	
a. Articulates, analyzes, evaluates and applies current theory and research on promoting cognitive development.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Works collaboratively with community resources and agencies to research and communicate information on cognitive development.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
c. Recognizes states of infant alertness and their readiness to interact with others.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs

d. Recognizes when infants and toddlers are in distress and implements appropriate strategies that are effective in soothing and calming the child.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
e. Recognizes that infants and toddlers have a culturally-based approach to learning which is an essential part of caregiving and curriculum development.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning
<b>Content Area II</b> <b>Curriculum and Learning Environment</b> <b>Promoting Language/Communication Development</b> <b>Level 1</b>	
a. Talks with and encourages verbal and nonverbal communication with infants and toddlers.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
b. Understands that language and communication skills develop along a continuum.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
c. Recognizes that crying, vocalizations, babbling and gestures are forms of communication for infants and toddlers.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
d. Responds to verbal and nonverbal forms of communication.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
e. Reads to children daily.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
f. Reads, sings and talks to children using varying levels of voice and inflection.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning techniques
g. Uses nonverbal facial and body gestures when talking with children.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
h. Recognizes when a child is ready to interact or communicate and uses opportunity to engage with child.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
i. Recognizes when a child is not ready to interact or communicate and uses gentle approaches to engage child or waits until child is ready.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
j. Encourages children to communicate with each other.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
<b>Content Area II</b> <b>Curriculum and Learning Environment</b>	

<b>Promoting Language/Communication Development Level 2</b>	
a. Recognizes that language and communication in infants and toddlers is developed through interactions with adults and the environment	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
b. Communicates actively with infants and toddlers by talking with them and taking on the role of a conversational partner	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
c. Communicates actively with children by using language and questioning techniques throughout the day that reinforce familiar vocabulary and introduce new vocabulary.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
d. Encourages and supports children’s verbal and nonverbal interactions with others.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning techniques
e. Provides opportunities and support to help children understand, acquire, and use verbal and nonverbal means of communicating their thoughts and feelings.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
f. Uses a variety of familiar songs, finger plays, and age-appropriate activities to engage infants and toddlers in language play.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning techniques
g. Verbally identifies names for common objects and recurring activities in the infant and toddler daily routine	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
h. Uses a variety of songs, books and age-appropriate activities, including those from many cultures.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning techniques <b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diverse family and community characteristics Key Element 2c: Involving families and communities in their children’s development and learning
i. Encourages and demonstrates the relationship between spoken and printed words.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
<b>Content Area II Curriculum and Learning Environment Promoting Language/Communication Development Level 3</b>	
a. Identifies developmental stages of infant language development	<b>Standard 1 Promoting Child Development and Learning</b>

from birth through 12 months in three-month increments as identified in the <i>Washington State Early Learning and Development Benchmarks (now Guidelines)</i> .	Key Element 1a: Knowing and understanding young children’s characteristics and needs
b. Identifies developmental stages of toddler language development from 13-36 months in six-month increments as identified in the <i>Washington State Early Learning and Development Benchmarks (now Guidelines)</i> .	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
c. Interacts with children in ways that facilitate and encourage the development of expressive language and thought.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
d. Uses concrete experiences and play to enhance and extend young children’s language development and emerging literacy.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
e. Demonstrates an understanding of how children use language, as well as other forms of communication, at all ages and stages of development.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
f. Shows knowledge of the role of culture in the development of communication skills.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing about and understanding diverse family and community characteristics Key Element 2c: Involving families and communities in their children’s development and learning
g. Plans, implements and evaluates language experiences and activities.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
h. Immerses children in a print-rich environment.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
i. Facilitates the relationship between spoken and printed words.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
j. Helps children who are learning a second language by providing them with supports (i.e., props, gestures and home language) so they can fully participate in classroom experiences.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning techniques
k. Furthers children’s listening, vocabulary and discourse skills through book reading by using prompts for discussion and follow-up.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning techniques
l. Advances children’s listening, understanding and communication	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b>

skills by engaging children in extended conversations that involve analyzing, predicting and reflecting.	Key Element 4b: Knowing and understanding effective strategies and tools for early education Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning techniques
m. Recognizes that opportunities for language and communication activities with infants are derived from the infant's natural pattern of time awake and readiness to engage with adults and the environment.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning techniques
n. Identifies when benchmark milestones in language development are not present and in need of further attention.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
o. Expands on vocalizations, babbling and early words to build expressive language and vocabulary.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
p. Recognizes the importance of modeling turn-taking during verbal and non-verbal communication with infants and toddlers.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
q. Exposes children to various symbols of literacy.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education <b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5b: Knowing and using the central concepts, inquiry tools and structures of content areas or academic disciplines
<b>Content Area II Curriculum and Learning Environment Promoting Language/Communication Development Level 4</b>	
a. Uses ongoing culturally appropriate assessment and evaluation tools to adapt and modify interactions with children to meet the specific language development needs of individual children.	<b>Standard 3 Observing, Documenting and Assessing to Support Young Children and Families</b> Key Element 3b: Know about and using observation, documentation, and other appropriate assessment tools and approaches Key Element 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
b. Designs curriculum consistent with current theories of language use and language acquisition.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
c. Advances children's listening, understanding and communication skills by engaging children in extended conversations that involve analyzing, predicting and reflecting.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
d. Recognizes, documents and responds to the general warning signs of communication/language delays and communication/language disorders for children of various ages.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs <b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

e. Shares with others, including families the importance of adult-child and child-child interactions in children’s language development.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education Key Element 6e: Engaging in informal advocacy for children and the profession
<b>Content Area II Curriculum and Learning Environment Promoting Language/Communication Development Level 5</b>	
a. Collaborates with language specialists to modify and adapt curriculum activities and experiences to meet individual language and literacy development needs of each child.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and professional colleagues
b. Articulates, analyzes, evaluates, and applies current theory and research on emerging trends in language acquisition, development and emerging literacy.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
<b>Content Area II Curriculum and Learning Environment Promoting Social/Emotional Development Level 1</b>	
a. Understands that social skills develop along a continuum.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
b. Understands that social interactions are infants’ and toddlers’ primary method of developing skills in all developmental areas.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
c. Recognizes that social interaction is necessary for infants and toddlers to be physically and emotionally healthy	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
d. Understands that children respond to events and stimuli differently.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning
e. Engages in everyday conversation with children.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children Key Element 4b: Knowing and understanding effective strategies and tools for early education
f. Treats children as individuals who have their own strengths and	<b>Standard 1 Promoting Child Development and Learning</b>

needs.	Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
g. Recognizes that periods of stress, separation and transition may affect children’s social and emotional development.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning
h. Provides activities that encourage children to play and interact with each other, including parallel play opportunities.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
i. Promotes age-appropriate, self-regulated behavior through the use of routines and schedules.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
j. Provides children quiet areas or other safe ways to self-regulate when needed.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
k. Provides a warm, safe and accepting environment	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
l. Understands that family and community have different cultural, linguistic, ethnic and socioeconomic experiences that play a role in how children respond socially to adults and other children.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
m. Recognizes that crying and other sounds of distress from infants and toddlers signal need for food, warmth, safety, touch and/or comfort.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
<b>Content Area II</b> <b>Curriculum and Learning Environment</b> <b>Promoting Social/Emotional Development</b> <b>Level 2</b>	
a. Helps children learn to communicate verbally and nonverbally with adults and other children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
b. Models recognition and expression of feelings.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Element 4b: Knowing and understanding effective strategies and tools for early education
c. Encourages feelings of empathy and mutual respect among children and adults.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children Key Element 4b: Knowing and understanding effective strategies and tools for early education
d. Helps infants and toddlers feel valued by responding to their needs	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
e. Helps children feel valued as members of the group.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
f. Supports children emotionally through periods of stress,	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b>

separation and transition.	Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
g. Supports children’s development of self-awareness and identity	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
h. Provides children with constructive and safe ways to nonverbally identify and communicate feelings.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
i. Provides families with information regarding the importance of social/emotional development.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning
j. Helps children identify positively with the events and experiences in their lives.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and
k. Provides many opportunities for children to participate in cooperative play.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
l. Recognizes the importance of modeling turn-taking during verbal and non-verbal communication with infants and toddlers	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
m. Recognizes that secure relationships with caregivers promote exploration of the physical and social environment.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
n. Recognizes that peer conflict between toddlers is age-appropriate and uses these opportunities to teach empathy and cooperation.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
<b>Content Area II Curriculum and Learning Environment Promoting Social/Emotional Development Level 3</b>	
a. Articulates the importance of attachment in caring for infants and toddlers.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
b. Understands that infants’ and toddlers’ social/emotional development is influenced by their ability to form attachments.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
c. Recognizes the role of positive relationships in social/emotional development.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b>

	Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
d. Guides children in expressing their feelings and asserting themselves in positive ways.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
e. Guides children through problem solving and models conflict resolution strategies and interactions.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
f. Recognizes that each infant and toddler will have unique temperaments that require individualized responses from the caregiver/teacher.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning
g. Helps children develop empathy and respect for the rights and possessions of others.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
h. Intervenes when necessary to help children develop socially by guiding behavior and using role-playing to develop empathy and compassion.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
i. Plans activities incorporating multiple types of social play (e.g. socio-dramatic, functional or constructive play).	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
j. Communicates and informs others of the link between positive social-emotional development and learning.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education Key Element 6e: Engaging in informal advocacy for children and the profession
k. Identifies when benchmark milestones for social development are not present and in need of further attention.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
l. Seeks outside resources and intervention when needed.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
m. Provides a meaningful curriculum emphasizing social skills, relationships and friendships.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child
n. Uses intervention strategies that affirm and respect family, cultural, socio-economic and linguistic diversity.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
<b>Content Area II Curriculum and Learning Environment Promoting Social/Emotional Development</b>	

<b>Level 4</b>	
a. Recognizes role in supporting secure attachments between families and infants.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
b. Articulates the theory and current research on attachment and the role of relationships in supporting healthy social emotional development.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
c. Implements program practices that promote long-term consistency with caregivers in order to facilitate secure relationships for infants and toddlers.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
d. Recognizes that peer-to-peer interaction is important for social development.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning
e. Recognizes the importance for creating awareness and respect in children regarding individual differences.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1b: Knowing and understanding multiple influences on development and learning
f. Connects families and caregivers to community resources, including mental health resources, to provide families and caregivers with additional assistance when needed.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
g. Works to create a community in the classroom and includes children who may be isolated.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
h. Develops and implements strategies that encourage children’s social development in various roles such as leadership.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
<b>Content Area II Curriculum and Learning Environment Promoting Social/Emotional Development Level 5</b>	
a. Applies, analyzes, and evaluates current theory and research on promoting social development.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Communicates to others the process for developing curriculum that promotes social development.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
c. Teaches and mentors other teachers in responsive caregiving of	<b>Standard 6 Becoming a Professional</b>

infants and toddlers.	Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
d. Models responsive caregiving techniques to calm and soothe infants and toddlers in distress.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
e. Models engaging reciprocal interactions with infants using infant cues to lead interaction.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Content Area II Curriculum and Learning Environment Promoting Creative Expression Level 1</b>	
a. Understands process as more important than product and knows the difference between process art versus product art.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
b. Offers opportunities for creative expression at least one time per day.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
c. Initiates at least one music/singing activity per day.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
d. Encourages individuality, including unique individual expression.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
e. Accepts cultural differences that may affect children’s ways of expressing themselves creatively.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning
f. Insures that art materials are safe, non-toxic and appropriate to the age of the children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
g. Offers art material that support a range of ability levels (e.g. large and small crayons).	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
h. Teaches children how to appropriately use art and music materials.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
i. Supervises children as they explore with and use art and music materials.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
<b>Content Area II Curriculum and Learning Environment Promoting Creative Expression Level 2</b>	
a. Emphasizes the process of creating instead of the end product.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education

b. Allows time for spontaneous and extended play.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
c. Provides unstructured materials.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
d. Encourages children to express their creative abilities.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
e. Models and encourages creativity through language, music, dramatic play, and art.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
f. Implements curriculum and activities to promote creative expression.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
g. Provides opportunities for safe, creative activities for infants and toddlers.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
h. Provides opportunities for expression through songs, finger plays and environmental materials	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
i. Ensures creative activities are a daily part of the curriculum.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
<b>Content Area II Curriculum and Learning Environment Promoting Creative Expression Level 3</b>	
a. Ensures that all children have access to opportunities that allow for individual creative expression.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
b. Identifies the supports needed to ensure that creative materials are available and appropriate to all children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
c. Modifies curriculum and experiences to promote the creative expression of all children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
d. Observes children and provides creative activities that support and extend their learning and expression.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
e. Incorporates suggestions from families on activities for self-expression that reflect family culture.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
f. Facilitates children’s ability to listen to, interact with, and appreciate different types of music by providing individual and group experiences with singing, finger plays, creative movement,	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

	and musical instruments.	
	g. Uses technology appropriately to support creative expression.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
	h. Views parents, families and community as a resource for creative experiences.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
	i. Values creative expression as necessary to the development of the whole child.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning
	<b>Content Area II Curriculum and Learning Environment Promoting Creative Expression Level 4</b>	
	a. Demonstrates leadership in establishing partnerships with community organizations that stimulate creative experiences.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
	b. Develops children’s imagination and creativity by providing both child-directed and caregiver/teacher-guided opportunities for them to express their thoughts, ideas, experiences and feelings through various creative media (such as movement, dance, drama, music, visual arts).	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
	c. Helps children learn about themselves and others by designing and implementing meaningful creative experiences to explore similarities and differences in people.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
	d. Shares with families the importance of individual creative expression and seeks their guidance in building curriculum.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
	e. Uses specific examples to explain how children represent their thoughts, feelings and ideas through creative outlets.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
	f. Supports each child’s creative development by adapting the time to explore the space and materials to meet the needs and interests of individual children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
	g. Communicates the theoretical concepts underlying the ways children use creative experiences to express themselves.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
	<b>Content Area II Curriculum and Learning Environment Promoting Creative Expression</b>	

<b>Level 5</b>	
a. Articulates, applies, analyzes and evaluates current theory and research on promoting creative experience.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Exposes children to and helps develop their appreciation for creative and aesthetic experiences in their community.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
c. Identifies and uses specialists in artistic disciplines to incorporate the building blocks of each art form into the program.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
<b>Content Area III Ongoing Measurement of Child Progress Level 1</b>	
a. Views children as individuals and acknowledges that children develop at their own rate.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1b: Knowing and understanding multiple influences on development and learning
b. Assists with collection of information about each child’s development.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
c. Identifies the screening and assessment tools used by the program.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
d. Maintains confidentiality between the program and the child’s family regarding each child’s observation and assessment.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
<b>Content Area III Ongoing Measurement of Child Progress Level 2</b>	
a. Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families and life situation.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
b. Meets federal, state and program documentation requirements by collecting and organizing accurate, objective, and complete information about each child, such as collecting samples of the child’s work, recording anecdotal notes, and keeping accurate records	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
c. Communicates observation in written and oral form.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

d. Verbally states why the collection of observations and documentation is important.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3a: Understanding the goals, benefits and uses of assessment
e. Understands range of developmental milestones as identified in the <i>Washington Early Learning and Development Benchmarks (now Guidelines)</i> .	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
f. Understands that children’s developmental milestones should be observed and monitored	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3a: Understanding the goals, benefits and uses of assessment
<b>Content Area III Ongoing Measurement of Child Progress Level 3</b>	
a. Appreciates and accommodates the range of development and skills among children.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
b. Observes children continually, analyzes and evaluates findings, and applies this knowledge to practice.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
c. Applies basic elements of child development theory to observation.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
d. Selects appropriate assessment methods.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
e. Explains the importance of ongoing assessment to families and other staff.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
f. Administers and interprets formal and informal assessments in a non-biased manner.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
g. Recognizes environmental factors that may place children at risk.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning
h. Recognizes when development is not progressing at a typical rate in one or more developmental area and seeks guidance	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
i. Identifies children who need referrals by reviewing child observation, screening and assessment data.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
j. Understands the pre-referral and referral process.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues

k. Develops and implements individual plans.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice <i>Note: Especially, "Candidates demonstrate that they have the...skills and knowledgebase to...fulfill their roles as part of the IFSP/IEP teams...(Lutton, 2012, pg. 27)</i>
<b>Content Area III</b> <b>Ongoing Measurement of Child Progress</b> <b>Level 4</b>	
a. Plans culturally appropriate assessments.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
b. Communicates observation and assessment results to families, both informal and standardized, in a clear and supportive manner.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
c. Develops and implements individual child goals based on observation, assessment and parent input.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
d. Refers children for further evaluation, when appropriate.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
e. Works cooperatively with assessment and health care teams for children with special needs.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues
f. Uses and considers assessment and screening information when making curriculum and program decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches Key Element 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
g. Monitors children's progress of goals developed by self and other staff and specialists, including those with Individualized Education Plans (IEP) or Individualized Family Service Plans (IFSP), through observation and documentation.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3d: Knowing about assessment partnerships with families and with professional colleagues <b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice <i>Note: Especially, "Candidates demonstrate that they have the...skills and knowledgebase to...fulfill their roles as part of the IFSP/IEP teams...(Lutton, 2012, pg. 27)</i>
<b>Content Area III</b> <b>Ongoing Measurement of Child Progress</b> <b>Level 5</b>	
a. Articulates, applies, analyzes, and evaluates current theory, research, and policy on assessment.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Communicates major theories, research, and issues relevant to	<b>Standard 6 Becoming a Professional</b>

observation and assessment.	Key Element 6c: Engaging in continuous, collaborative learning to inform practice
c. Establishes criteria, procedures and documentation methods for assessment.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
d. Educates and informs the field about the importance of child self-reflection and how to support children's self-reflection.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Content Area IV: Family and Community Partnerships Relationships with Families Level 1</b>	
a. Greets families and children warmly and by name.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
b. Respects the family's role as primary educator.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
c. Establishes positive communication and relationships with families	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
e. Accepts differences in children and families.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
f. Follows rules of confidentiality.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Family and Community Partnerships Relationships with Families Level 2</b>	
a. Builds an understanding of the setting by communicating its philosophy, mission, and services to families and community	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children's development and learning
b. Shares knowledge of general child development with families.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children's development and learning
c. Invites family members to play an active role in their child's education, recognizing that family's attitudes influence children's ability and interest in learning.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children's development and learning
d. Creates and maintains open, friendly and cooperative relations with families and communicates daily events.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships

	Key Element 2c: Involving families and communities in their children’s development and learning
e. Provides opportunities for families to share skills and talents.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
f. Supports children’s relationships with their families.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
g. Recognizes stress factors affecting families.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
h. Respects and supports cultural differences and diverse family structures	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
i. Works effectively with families from a variety cultural, linguistic, ethnic and socio-economic backgrounds	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning
<b>Family and Community Partnerships Relationships with Families Level 3</b>	
a. Communicates with families about curriculum, individual child progress and developmental growth.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning
b. Understands how cultural perspectives influence the relationship among families, schools and communities.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
c. Recognizes that information on cultural and family beliefs about child-rearing is learned through active outreach and engagement with parents.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning
d. Strives to ensure that community diversity and cultures are reflected in the setting	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
e. Works with early intervention programs to implement family-centered intervention services when appropriate	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
f. Facilitates transitions to other settings by engaging families, individuals and programs receiving or sending the child and other community members as appropriate.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
g. Provides families with appropriate referrals to community	<b>Standard 2 Building Family and Community Relationships</b>

resources.	Key Element 2c: Involving families and communities in their children’s development and learning
h. Plans and conducts family conferences.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
i. Implements effective conflict resolution techniques with families.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
<b>Family and Community Partnerships Relationships with Families Level 4</b>	
a. Involves and supports families in development of Individualized Family Service Plans (IFSP).	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
b. Explains how families within many cultures are different and have different family structures.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
c. Articulates the various theories of family systems and the effect of stress and crisis on family development and dynamics within multi-cultural communities.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
d. Assesses, plans and conducts activities for family support and participation.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
e. Articulates and applies theories of family development and dynamics within multi-cultural communities.	<b>Standard 2 Building Family and Community Relationships</b>  Key Element 2a: Knowing and understanding diverse family and community characteristics
f. Promotes a unified approach to sharing child information with families by engaging in joint planning with other classroom staff and specialists to prepare for home visits and other family contacts.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
g. Demonstrates knowledge of the potential impact of cultural, linguistic, ethnic and socio-economic diversity that can exist between the home and setting.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
<b>Family and Community Partnerships Relationships with Families Level 5</b>	
a. Articulates, applies, analyzes, and evaluates current theory, research, and policy on importance of relationships with families within early care and education.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education

b. Accesses appropriate formalized family assessment and intervention resources for diverse families.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
c. Involves family members as decision makers in settings.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
<b>Family and Community Partnerships Use of Community Resources Level 1</b>	
a. Recognizes the different resources available within the community.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
b. Values and uses community resources that support and assist families.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
c. Recognizes volunteers as a valuable community resource.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
d. Works cooperatively and appropriately with volunteers.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
<b>Family and Community Partnerships Use of Community Resources Level 2</b>	
a. Identifies community agencies providing assistance for infants, toddlers and families.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
b. Helps families obtain clear and understandable information about their children’s disabilities and information about the family’s legal right to services.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
<b>Family and Community Partnerships Use of Community Resources Level 3</b>	
a. Provides families with appropriate community resource information when needed.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
b. Assists with public awareness activities to inform the community about early care and education services.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
c. Promotes public awareness about the importance of early care and education	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
d. Assists with community outreach efforts.	<b>Standard 2 Building Family and Community Relationships</b>

	Key Element 2c: Involving families and communities in their children’s development and learning
e. Participates in community needs assessments	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
f. Facilitates children’s understanding of their community through play and language.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
<b>Family and Community Partnerships Use of Community Resources Level 4</b>	
a. Uses and refers families to community resources for support when needed.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
b. Works collaboratively with other community resources providing services to children and families.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
c. Implements and supports volunteer programs, if needed.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
<b>Family and Community Partnerships Use of Community Resources Level 5</b>	
a. Works to develop resources in the community.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
b. Represents the early childhood field in collaborative community endeavors.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field
c. Investigates issues surrounding the uses of volunteerism in early care and education settings.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
d. Develops and maintains relationships with other disciplines and specialties in related fields.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
<b>Content Area V: Health, Safety and Nutrition Knowledge of Regulations Level 1</b>	
a. Verbally explains and can locate the safety and health policies for the setting.	All competencies in this level are addressed by <b>Standard 1 Promoting Child Development and Learning</b>

b. Releases children only to authorized persons.	Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially, "...candidates possess the knowledge and skills needed to promote young children's physical and psychological health, safety [emphasis added], and sense of security" (Lutton, 2012, pg. 20).</i>
c. Demonstrates ability to administer basic pediatric first aid and cardiopulmonary resuscitation (CPR).	
d. Follows regulations regarding health and safety	
e. Maintains emergency supplies and equipment.	
f. Carries out disaster plans and drills.	
g. Verbalizes and adheres to ratio requirements	
h. Explains and performs the mandated reporter role for child abuse and neglect.	
<b>Content Area V: Health, Safety and Nutrition Knowledge of Regulations Level 2</b>	
a. Ensures safety equipment, such as smoke detector and fire extinguisher, is in place and operable.	These competencies are addressed by <b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially, "...candidates possess the knowledge and skills needed to promote young children's physical and psychological health, safety [emphasis added], and sense of security" (Lutton, 2012, pg. 20).</i>
b. Demonstrates the use of safety equipment.	
c. Uses diagrams, pictures and words understood by children and adults to post instructions for emergency procedures.	
d. Implements procedures for fires and other emergencies, including safety procedures for children with disabilities.	
e. Identifies and reports problems with staff/child ratios.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
f. Assists in self-assessments of facility for licensing and accreditation.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
<b>Content Area V: Health, Safety and Nutrition Knowledge of Regulations Level 3</b>	
a. Verbalizes and adheres to emergency, illness and injury procedures.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
b. Informs others of emergency procedures.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines

<b>Content Area V: Health, Safety and Nutrition Knowledge of Regulations Level 4</b>	
a. Uses code of ethics to monitor violations of health and safety regulations	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
b. Articulates and adheres to laws pertaining to children and families.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
c. Participates in the revision of regulations and standards to meet program's needs.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
d. Designs and documents emergency procedures.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
e. Develops/documents contingency plans to meet ratio requirements in all situations.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
f. Assesses how regulations affect the quality of the program.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
<b>Content Area V: Health, Safety and Nutrition Knowledge of Regulations Level 5</b>	
a. Conducts self-assessments of facility for licensing and accreditation.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
b. Articulates, applies, analyzes, and evaluates current theory, research, and policy on health and safety.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
c. Participates on an accreditation visit team.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field
d. Ensures that indoor and outdoor environments are structured so that all areas can be easily viewed.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
<b>Content Area V: Health, Safety and Nutrition Environmental Safety Level 1</b>	
a. Demonstrates awareness of the environmental safety	All competencies in this level are addressed by

precautions of program or center.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially, "...candidates possess the knowledge and skills needed to promote young children's physical and psychological health, <b>safety</b> [emphasis added], and sense of security" (Lutton, 2012, pg. 20).</i>
b. Maintains all areas, following regulations for safety.	
c. Selects safe toys.	
d. Actively supervises and interacts with children to ensure safety both indoors and outdoors.	
e. Recognizes adult supervision is the best prevention against injuries.	
f. Recognizes infants and toddlers need dedicated safe spaces to move within freely and explore	
g. Maintains a healthy physical environment by following health, safety and sanitation procedures.	
h. Ensures that indoor and outdoor environments are structured so that all areas can be easily viewed.	
<b>Content Area V:  Health, Safety and Nutrition  Environmental Safety  Level 2</b>	
a. Describes and maintains a safe environment, including equipment and toys, to prevent and reduce injuries.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially, "...candidates possess the knowledge and skills needed to promote young children's physical and psychological health, <b>safety</b> [emphasis added], and sense of security" (Lutton, 2012, pg. 20).</i>
b. Adapts the indoor and outdoor environments to maximize the independence of children with special needs.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially, "...candidates apply their knowledge of contemporary theory and research to construct learning environment that provide achievable and stretching experiences for all children—including children with special abilities and children with disabilities or developmental delays" (Lutton, 2012, pg. 20).</i>
c. Ensures that children are protected from harsh weather elements when playing outdoors.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <i>Note: Especially, "...candidates possess the knowledge and skills needed to promote young children's physical and psychological health, <b>safety</b> [emphasis added], and sense of security" (Lutton, 2012, pg. 20).</i>
d. Teaches simple safety precautions and rules to children and enforces safety rules consistently	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education
e. Keeps informed about and shares safety information and	<b>Standard 6 Becoming a Professional</b>

resources with families.	Key Element 6c: Engaging in continuous, collaborative learning to inform practice <b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
<b>Content Area V: Health, Safety and Nutrition Environmental Safety Level 3</b>	
a. Designs and assesses environments that are safe and functionally appropriate inside and outside.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
b. Assures that all equipment, furniture and materials are the appropriate size and type for the ages and developmental abilities of children in care.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
<b>Content Area V: Health, Safety and Nutrition Environmental Safety Level 4</b>	
a. Advocates for environmental safety.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
b. Advocates for outdoor areas that have protection from harsh weather elements.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
<b>Content Area V: Health, Safety and Nutrition Environmental Safety Level 5</b>	
a. Participates in community groups to develop and implement strategies for improving the environmental safety of facilities serving children.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
b. Identifies opportunities to fund environmental safety improvements.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
c. Articulates, applies, analyzes, and evaluates current theory, research, and policy on environmental safety.	<b>6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
<b>Content Area V: Health, Safety and Nutrition Responding to Health Needs of Children</b>	

<b>Level 1</b>	
a. Practices appropriate hand-washing techniques	<p>All competencies in this level are addressed by  <b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  <i>Note: Especially, "...candidates possess the knowledge and skills needed to promote young children's physical and psychological <b>health</b> [emphasis added], safety, and sense of security" (Lutton, 2012, pg. 20).</i></p>
b. Washes hands for young infants.	
c. Helps children practice appropriate handwashing techniques	
d. Practices safe diapering procedures.	
e. Implements practices to avoid/control bloodborne pathogens to ensure safety of children and adults.	
f. Responds to children's injuries and fear of injuries, documents any injuries and notifies families, while assuring the comfort and care of other children.	
g. Demonstrates knowledge of basic childhood illnesses.	
<b>Content Area V: Health, Safety and Nutrition Responding to Health Needs of Children Level 2</b>	
a. Promotes good health and provides an environment that contributes to the prevention of illness.	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  <i>Note: Especially, "...candidates possess the knowledge and skills needed to promote young children's physical and psychological <b>health</b> [emphasis added], safety, and sense of security" (Lutton, 2012, pg. 20).</i></p>
b. Communicates effectively to parents policies regarding appropriate clothing requirements for weather conditions	<p><b>Standard 2 Building Family and Community Relationships</b>  Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p>
c. Seeks information on and demonstrates good practice for children with health care needs.	<p><b>Standard 6 Becoming a Professional</b>  Key Element 6c: Engaging in continuous, collaborative learning to inform practice</p>
d. Plans and guides self-help activities.	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>
e. Follows procedure to avoid transmission of communicable diseases.	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  <i>Note: Especially, "...candidates possess the knowledge and skills needed to promote young children's physical and psychological <b>health</b> [emphasis added], safety, and sense of security" (Lutton, 2012, pg. 20).</i></p>
f. Follows instructions for administration of medicine and approved medical treatments, including related documentation.	<p><b>Standard 6 Becoming a Professional</b>  Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines</p>
g. Identifies, documents, and reports suspected emotional	<p><b>Standard 6 Becoming a Professional</b></p>

distress, abuse, and neglect of children in an immediate and appropriate way.	Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
h. Recognizes children’s interest in bodies and integrates interest into curriculum.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
<b>Content Area V: Health, Safety and Nutrition Responding to Health Needs of Children Level 3</b>	
a. Designs and assesses sanitary environments inside and outside.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create <b>healthy</b> [emphasis added], respectful, supportive, and challenging learning environments
b. Models and provides direction on sanitation.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create <b>healthy</b> [emphasis added], respectful, supportive, and challenging learning environments
c. Talks with and provides resource information to families about health.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
d. Identifies causes of stress and trauma and assesses children’s resiliency.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs <b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3a: Understanding the goals, benefits and uses of assessment
e. Plans and implements safe field trips.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
f. Designs and implements curriculum activities emphasizing healthy bodies, healthy lifestyles and a healthy environment	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
<b>Content Area V: Health, Safety and Nutrition Responding to Health Needs of Children Level 4</b>	
a. Designs and documents sanitation procedures.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create <b>healthy</b> [emphasis added], respectful, supportive, and challenging learning environments
b. Works with health care professionals in community to ensure that the needs of the children are met.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning

c. Establishes procedures for documentation and notification of suspected abuse and neglect.	These competencies addressed by <b>Standard 6 Becoming a Professional</b>
d. Helps others (families, staff) recognize and report abuse and neglect.	Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Content Area V: Health, Safety and Nutrition Responding to Health Needs of Children Level 5</b>	
a. Collaborates with community groups to identify health issues or concerns, including sanitation.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
b. Articulates, applies, analyzes, and evaluates current theory, research, and policy on the health needs of children.	<b>Standard 6 Becoming a Professional</b> Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
<b>Content Area V: Health, Safety and Nutrition Nutrition Level 1</b>	
a. Demonstrates awareness of basic daily nutritional needs of children	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs
b. Practices safe food handling and observes general sanitation practices.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
c. Maintains sanitary environments.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
d. Monitors eating habits to ensure a healthy diet, including the need of children to eat frequently.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
e. Recognizes health hazards in meals (choking, allergies, etc.) and takes steps to prevent dangerous situations.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
f. Maintains daily communication with families regarding new foods for infants and toddlers.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
g. Recognizes that food should not be used to reward or punish children	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
h. Understands the difference between family style meals and non-family style meals.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines

i. Establishes a feeding schedule that is flexible with child's needs and with the family's practices.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs <b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
<b>Content Area V: Health, Safety and Nutrition Nutrition Level 2</b>	
a. Provides appropriate food and snacks in a pleasant environment.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
b. Communicates with families about the food children need and prefer.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
c. Plans and guides cooking experiences with children.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
d. Demonstrates awareness of basic daily nutritional guidelines	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
e. Understand that infants and toddlers can self regulate their food intake.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
<b>Content Area V: Health, Safety and Nutrition Nutrition Level 3</b>	
a. Recognizes nutritional concerns.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
b. Demonstrates knowledge of appropriate portion-sizes for children at each stage and age of development.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children's characteristics and needs
c. Plans and evaluates menus with assistance from a nutrition professional.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
d. Includes foods from home culture.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics Key Element 2c: Involving families and communities in their children's development and learning
e. Plans activities in which children learn to make healthy food choices.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

f. Teaches and models good nutrition.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
g. Share information with families about infants' and toddlers ability to self-regulate their food intake.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
<b>Content Area V: Health, Safety and Nutrition Nutrition Level 4</b>	
a. Assesses program's nutritional plan and adapts practices accordingly.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
b. Coordinates food activities with cultural calendar and individual nutritional needs.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics
<b>Content Area V: Health, Safety and Nutrition Nutrition Level 5</b>	
a. Articulates, applies, analyzes, and evaluates current theory, research and policy on nutrition.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Collaborates with community groups to identify issues or concerns.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
c. Advocates for policies and procedures that affect the nutritional welfare of the broader community.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
<b>Content Area VI: Interactions Providing Individual Guidance Level 1</b>	
a. Responds positively to children on a daily basis.	All competencies in this level are addressed by
b. Recognizes that interactions and secure relationships form the basis for development.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
c. Recognizes when a child is in distress and requires adult support to console or soothe the child.	
d. Recognizes that children mirror emotions evident in adults.	

e. Promotes interactions that reflect warmth, sensitivity, nurturance, acceptance and safety.	
f. Avoids actions that would cause physical and emotional harm.	
g. Provides appropriate supervision of children.	
h. Interacts in a manner reflecting respect for the child’s family, self and others.	
i. Uses positive behavior guidance.	
<b>Content Area VI: Interactions Providing Individual Guidance Level 2</b>	
a. Promotes children’s security and attachment by responding promptly and consistently to their needs, providing frequent and affectionate one-on-one contact, and offering predictable daily routines and interactions.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
b. Modifies play no longer appropriate for the learning environment	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
c. Establishes and communicates limits for acceptable behavior	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
d. Responds to children’s behavior in ways that encourage self-control.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
e. Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
f. Follows a variety of positive direct and indirect guidance methods and avoids negative methods.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
g. Provides an environment that helps each child to know, accept, and take pride in him or herself and to develop a sense of independence and belonging.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
h. Builds a trusting relationship with children, providing physical and emotional security	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
i. Uses strategies to assist children in learning to express emotions	<b>Standard 1 Promoting Child Development and Learning</b>

in positive ways, solve problems and make decisions.	Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
j. Communicates with families regarding areas of concern, developing cooperative strategies to manage problems	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
k. Addresses problem behavior or situation, rather than labeling the child.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
l. Adapts the learning environment and curriculum to minimize potential challenging behaviors.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
<b>Content Area VI: Interactions Providing Individual Guidance Level 3</b>	
a. Demonstrates understanding of infant behaviors and responds in a supportive and positive manner.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
b. Maintains appropriate expectations of infant and toddler attention spans, interests, social abilities, and physical needs.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
c. Allows infants and toddlers flexibility with activities throughout the daily routine.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
d. Provides an appropriate balance of child-led and child-directed activities with adult-guided activities.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
e. Relates guidance practices to knowledge of children’s personalities and levels of development.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1b: Knowing and understanding multiple influences on development and learning
f. Recognizes and responds to individual behavioral concerns related to developmental or emotional stress.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
<b>Content Area VI: Interactions Providing Individual Guidance Level 4</b>	
a. Recognizes that infants communicate their needs through a variety of behaviors that indicate whether an infant is ready to	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1a: Knowing and understanding young children’s characteristics and needs

socially engage, not feeling physically comfortable, sleepy or in distress.	
b. Applies theories of child development to improve child guidance.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
c. Uses child assessment to individualize and improve child guidance.	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
d. Demonstrates knowledge of instructional and guidance procedures for integrating children with and without special needs.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
e. Collaborates with families to develop individually appropriate expectations for children’s behavior.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2c: Involving families and communities in their children’s development and learning
<b>Content Area VI: Interactions Providing Individual Guidance Level 5</b>	
a. Develops written policies for responsive interactions and caregiving, including effective child guidance for toddlers.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
b. Articulates the principles for intervention and conflict resolution in children’s play and learning.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
c. Develops individual guidance plans, accessing relevant professionals for support as needed.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
d. Articulates, applies, analyzes, and evaluates current theory and research on individual guidance.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
<b>Content Area VI: Interactions Enhancing Group Experiences Level 1</b>	
a. Provides continuous adult support and supervision to infants when interacting with each other.	All competencies in this level are addressed by <b>Standard 1 Promoting Child Development and Learning</b>
b. Provides adult support as needed when promoting interactions between multiple toddler-aged children.	Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
c. Provides organization and flexibility when working with children.	
d. Allows infant and toddler caregiving routines to form daily	

routines.	
e. Handles activities and changes in schedule with clear directions and patience.	
<b>Content Area VI: Interactions Enhancing Group Experiences Level 2</b>	
a. Builds daily activity schedule for infants around infant caregiving routines working in group settings when appropriate.	<p>These competencies are all addressed by  <b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>
b. Builds daily activity schedule for toddlers using caregiving routines and knowledge of children’s readiness to respond to consistent group routines and activities.	
c. Leads activities in a positive, relaxed and pleasant atmosphere.	
d. Alerts children to changes in activities and routines well in advance.	
e. Builds a trusting relationship with children as a foundation for positive guidance and self-discipline.	
f. Anticipates and defuses disruptive behavior in children.	
g. Demonstrates awareness of each child’s limitations and abilities uses guidance techniques accordingly, and explains rules at the child’s level of understanding, using a variety of techniques.	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs</p>
<b>Content Area VI: Interactions Enhancing Group Experiences Level 3</b>	
a. Provides a variety of opportunities in the environment through activities for infants to engage with each other.	<p>All competencies at this level are addressed by  <b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  <b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b>  Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>
b. Provides experiences that engage children and respond to their interests.	
c. Plans and guides activities to promote both parallel and cooperative play.	
d. Plans and guides activities that promote children’s supportive relationships with peers, family, staff, and community.	

e. Encourages positive relationships, communication, and guidance strategies, including problem solving and negotiation within the learning environment.	
<b>Content Area VI: Interactions Enhancing Group Experiences Level 4</b>	
a. Applies theories of toddler development to group management techniques.	<p>All competencies at this level are addressed by  <b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1a: Knowing and understanding young children’s characteristics and needs  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p><b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b>  Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p><b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b>  Key Element 4d: Reflecting on their own practice to promote positive outcomes for children</p>
b. Uses child assessment to individualize and improve group management.	
c. Evaluates and adapts group experiences to ensure that all children are learning.	
d. Integrates children of all abilities into the group, following appropriate instructional and guidance procedures.	
<b>Content Area VI: Interactions Enhancing Group Experiences Level 5</b>	
a. Develops cooperative group skills for toddlers that focus on working in small groups, negotiating, compromising and problem solving.	<p><b>Standard 1 Promoting Child Development and Learning</b>  Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>
b. Articulates, applies, analyzes, and evaluates current theory and research on group experiences.	<p><b>Standard 6 Becoming a Professional</b>  Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>
<b>Content Area VII: Program Planning and Development Program Planning and Evaluation Level 1</b>	
a. Behaves as a responsible staff member and participates in the program team.	<p><b>Standard 6 Becoming a Professional</b>  Key Element 6a: Identifying and involving oneself with the early childhood field</p>
b. Keeps appropriate records	<p><b>Standard 6 Becoming a Professional</b>  Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines</p>
c. Complies with program policies and state child care licensing	<p><b>Standard 6 Becoming a Professional</b></p>

rules and laws.	Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Content Area VII: Program Planning and Development Program Planning and Evaluation Level 2</b>	
a. Supports the program mission statement	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
b. Organizes plans, keeps records, and communicates with families and staff effectively	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
c. Develops unit plans and curriculum for the classroom.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child
d. Selects appropriate equipment and material for practice.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
e. Writes objectives and goals for activities.	<b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child
f. Uses available resources to ensure an effective operation.	<b>Standard 1 Promoting Child Development and Learning</b> Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
g. Assists in gathering information for evaluation	<b>Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families</b> Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
<b>Content Area VII: Program Planning and Development Program Planning and Evaluation Level 3</b>	
a. Verbalizes the relationship between the program's philosophy and daily practice.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
b. Plans parent orientations and education programs.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
c. Plans and acquires appropriate equipment and materials for the	<b>Standard 1 Promoting Child Development and Learning</b>

	program.	Key Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
	d. Participates in strategic planning and goal setting for the program.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
	e. Conducts program observations.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
	f. Recognizes the importance of evaluation, assisting in evaluating program's effectiveness.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
	<b>Content Area VII: Program Planning and Development Program Planning and Evaluation Level 4</b>	
	a. Applies knowledge of federal, state, and local legislation, regulations and professional standards to provide healthy and safe practices for infants and toddlers.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
	b. Develops curriculum for program.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4b: Knowing and understanding effective strategies and tools for early education <b>Standard 5 Using Content Knowledge to Build Meaningful Curriculum</b> Key Element 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child
	c. Manages program resources (financial, personnel, time) effectively.	
	d. Demonstrates the ability to organize and operate various types of early care and education programs.	
	e. Communicates effectively with board/advisory groups.	
	f. Identifies evaluation method and understand their limitations.	
	<b>Content Area VII: Program Planning and Development Program Planning and Evaluation Level 5</b>	
	a. Articulates, applies, analyzes, and evaluates current theory, research, and policy on program planning and evaluation.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
	b. Develops public relations strategies to establish the program in the community.	

c. Ensures the program meets diversity needs and reflects inclusion of children, families, staff, and community partners.	<b>Standard 2 Building Family and Community Relationships</b> Key Element 2a: Knowing and understanding diverse family and community characteristics Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Key Element 2c: Involving families and communities in their children’s development and learning
d. Identifies legal issues related to early care and education and collaborates with community groups to interpret them.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
e. Develops and implements program policies.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
<b>Content Area VII: Program Planning and Development Personnel Management Level 1</b>	
a. Works effectively with support staff, volunteers, and professionals.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Content Area VII: Program Planning and Development Personnel Management Level 2</b>	
a. Supports other staff members and professionals.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Content Area VII: Program Planning and Development Personnel Management Level 3</b>	
a. Values and works to strengthen the setting’s team of staff, administrators, and volunteers	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
b. Provides effective lines of communication among staff and administrators.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
<b>Content Area VII: Program Planning and Development Personnel Management Level 4</b>	
a. Plans for, recruits, orients, supervises and evaluates staff.	

b. Plans for, recruits, orients, and supervises volunteers.	
c. Plans and carries out staff development opportunities.	
d. Supervises student teaches and practicum students.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field
e. Provides strong leadership and visionary direction.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
<b>Content Area VII: Program Planning and Development Personnel Management Level 5</b>	
a. Develops staff recruitment, selection and retention programs.	
b. Designs and implements staff job descriptions and evaluation forms and procedures.	
c. Articulates, analyzes, evaluates and applies current theory, research and policy on personnel management.	
<b>Content Area VII: Program Planning and Development Financial Management Level 1</b>	
a. Performs basic math computations and makes basic money transactions	
b. Follows bookkeeping procedures	
<b>Content Area VII: Program Planning and Development Financial Management Level 2</b>	
a. Uses generally accepted business practices.	
b. Operates within budget.	
<b>Content Area VII: Program Planning and Development Financial Management Level 3</b>	
a. Assists in budget planning	

b. Conducts and maintains the inventory of supplies, materials and equipment.	
<b>Content Area VII: Program Planning and Development Financial Management Level 4</b>	
a. Plans, reports on and maintains budget.	
b. Develops fee structure.	
<b>Content Area VII: Program Planning and Development Financial Management Level 5</b>	
a. Develops and implements fiscal business plan.	
b. Matches expenditures with program philosophies.	
c. Develops marketing plan.	
d. Seeks additional funding opportunities.	
e. Writes grant proposals.	
f. Articulates, applies, analyzes, and evaluates current theory, research and policy on financial management.	
<b>Content Area VIII: Professional Development and Leadership Displaying Professionalism in Practice Level 1</b>	
a. Understands that employees' personal behaviors and actions within the work setting reflect upon the setting.	<p>All competencies in this level are addressed by  <b>Standard 6 Becoming a Professional</b>  Key Element 6a: Identifying and involving oneself with the early childhood field  Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines</p>
b. Enjoys working with children and models a positive attitude.	
c. Exhibits good hygiene and personal appearance.	
d. Demonstrates good work habits.	
e. Supports and complies with regulations and licensing standards.	
f. Values reflection on teaching and learning, using staff interaction, training/education, and journals.	
g. Demonstrates awareness of the professional code of ethics for early care and education and its main topics.	

h. Shows commitment to the program's goals.	
<b>Content Area VIII: Professional Development and Leadership Displaying Professionalism in Practice Level 2</b>	
a. Manages demands of personal and professional commitments.	All competencies in this level are addressed by <b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines Key Element 6c: Engaging in continuous, collaborative learning to inform practice Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Uses problem-solving skills in the setting.	
c. Interacts in a manner reflecting value of self and respect for others.	
d. Performs well as a team member.	
e. Understands quality in child care services.	
f. Demonstrates a commitment to professional code of ethics.	
<b>Content Area VIII: Professional Development and Leadership Displaying Professionalism in Practice Level 3</b>	
a. Engages routinely in reflection of teaching practices and the behavior of children.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
b. Exhibits familiarity with current trends in early childhood education, specifically infant-toddler early childhood education.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
c. Articulates professional code of ethics.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
d. Recognizes potentially unethical practices	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
e. Participates in program decision making	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
f. Makes program decisions based on professional standards.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
g. Maintains professional boundaries in relationship with staff and families	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
h. Promotes quality in child care services.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession

<p align="center"><b>Content Area VIII: Professional Development and Leadership Displaying Professionalism in Practice Level 4</b></p>	
<p>a. Participates in group problem solving of ethical dilemmas.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines</p>
<p>b. Articulates personal philosophy of early childhood education based on knowledge of child development and best practices.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field</p>
<p>c. Articulates and uses professional code of ethics for making professional decisions.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines</p>
<p>d. Recognizes cause and symptoms of “burnout” and develops strategies to prevent it.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession</p>
<p>e. Evaluates current trends in early childhood education revises practice as appropriate.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>
<p align="center"><b>Content Area VIII: Professional Development and Leadership Displaying Professionalism in Practice Level 5</b></p>	
<p>a. Initiates and mediates group problem solving of ethical dilemmas.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines</p>
<p>b. Keeps up to date on research and policy relevant to early care and education.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>
<p>c. Advances program practice by working collaboratively with other staff to understand and support the adoption of research and best practices for children, families and staff.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>
<p>d. Advocates for children and families.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession</p>
<p>e. Describes relationship between theory and practice.</p>	<p><b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>
<p align="center"><b>Content Area VIII: Professional Development and Leadership Ongoing Professional Growth Level 1</b></p>	

a. Seeks out knowledge to improve practice.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
b. Demonstrates awareness of the professional development continuum for early care providers and educators.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
c. Maintains ongoing compliance with continuing education requirements	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Content Area VIII: Professional Development and Leadership Ongoing Professional Growth Level 2</b>	
a. Looks to and is aware of professional resources.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Takes advantage of opportunities to improve competence, both for personal and professional growth, and for the benefit of children and families.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
c. Accepts advice and constructive criticism to improve practice.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children
d. Participates actively in a professional association.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field
e. Follows accreditation standards.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
f. Evaluates own performance and sets goals to advance knowledge of field.	<b>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</b> Key Element 4d: Reflecting on their own practice to promote positive outcomes for children <b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
<b>Content Area VIII: Professional Development and Leadership Ongoing Professional Growth Level 3</b>	
a. Uses professional resources to improve practice.	All competencies at this level in this content area are addressed by <b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
b. Seeks out professional relationships to enhance professional growth (e.g., securing a mentor).	

c. Develops and carries out a personal professional development plan.	
d. Works toward credentials, degrees and/or program accreditation.	
<b>Content Area VIII: Professional Development and Leadership Ongoing Professional Growth Level 4</b>	
a. Articulates a professional value system and implements ongoing professional self-reflection.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field
b. Participates actively in career development.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
c. Integrates knowledge of historical, philosophical, psychological, and social foundations of education into planning and decision making.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
d. Serves as a coach or provides technical assistance.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field Key Element 6e: Engaging in informal advocacy for children and the profession
e. Builds upon personal strengths and identifies areas where growth can and needs to occur.	<b>Standard 6 Becoming a Professional</b> Key Element 6c: Engaging in continuous, collaborative learning to inform practice
<b>Content Area VIII: Professional Development and Leadership Ongoing Professional Growth Level 5</b>	
a. Explores models of professional development and evaluations/assesses opportunities to promote others' professional growth.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field Key Element 6e: Engaging in informal advocacy for children and the profession
b. Designs staff development opportunities for colleagues.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field Key Element 6e: Engaging in informal advocacy for children and the profession
c. Participates at local, state, regional, and national conferences and events to disseminate knowledge and establish external professional relationships.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field Key Element 6e: Engaging in informal advocacy for children and the profession

d. Identifies change process and develops practices to support professional growth.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
e. Recognizes the differences in adult and early childhood learning styles and applies knowledge to practice.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
f. Serves as a mentor.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
<b>Content Area VIII: Professional Development and Leadership Leadership and Advocacy Level 1</b>	
a. Recognizes professional behavior.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field
<b>Content Area VIII: Professional Development and Leadership Leadership and Advocacy Level 2</b>	
a. Demonstrates support for licensed care.	<b>Standard 6 Becoming a Professional</b> Key Element 6a: Identifying and involving oneself with the early childhood field
b. Models professional behavior.	
<b>Content Area VIII: Professional Development and Leadership Leadership and Advocacy Level 3</b>	
a. Exhibits awareness that certain behaviors and types of communication among unfamiliar cultures can lead to misinterpretation and misunderstanding.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Identifies community needs that affect children, specifically infants and toddlers.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
c. Exhibits knowledge of advocacy issues.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
d. Initiates problem solving and conflict resolution for program and staff.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Content Area VIII:</b>	

<b>Professional Development and Leadership Leadership and Advocacy Level 4</b>	
a. Justifies practice to families, administrators and colleagues.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
b. Describes the legislative process, including legal and advocacy issues that impact children and their families, and communicates this information to others.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
c. Explains how government policies affect early childhood care and education.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
d. Demonstrates knowledge of the dynamics of team-building and has the ability to initiate problem solving and conflict resolution for the setting and the staff.	<b>Standard 6 Becoming a Professional</b> Key Element 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
e. Demonstrates a commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
f. Shares knowledge of the rights and responsibilities of children, parents/families, caregivers/teachers, and other professionals as related to exceptional learning needs.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
g. Serves on professional boards and committees.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
<b>Content Area VIII: Professional Development and Leadership Leadership and Advocacy Level 5</b>	
a. Serves as a spokesperson to the community and the media on early care and education issues.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession
b. Provides a work culture that fosters staff initiative to solve problems and resolve conflict.	<b>Standard 6 Becoming a Professional</b> Key Element 6b: Knowing about and upholding ethical standards and other professional guidelines
c. May hold office in a professional association.	<b>Standard 6 Becoming a Professional</b> Key Element 6e: Engaging in informal advocacy for children and the profession