

Core Competencies with Indicators

Indicators Count	CC Order	Content Area	Sub-content Area	Level	Letter	Indicator	Core Competencies	General (all age groups)	Infant	Toddler	Preschool	Youth	Not Teacher	Administrator
1	1	1	1	1	a	0	Is aware of basic benchmarks for growth and development.							
2	1	1	1	1	a	1	Recognizes that children and youth typically grow and develop in predictable ways and their achievements (e.g., rolling over, walking, writing) are called developmental milestones or benchmarks.	1						
3	1	1	1	1	a	2	Takes steps to learn and understand that developmental progress occurs in each developmental domain (e.g., physical/motor, cognitive, social/emotional, creative, and language/communication).	1						
4	1	1	1	1	a	3	Recognizes how child abuse and neglect impacts growth and development.	1						
5	1	1	1	1	a	4	Recognizes the impact of culture and environment on development.	1						
6	1	1	1	1	a	5	Understands basic stages of youth development.					1		
7	1	1	1	1	a	6	Is aware of youth development frameworks pertaining to positive youth outcomes (e.g., 40 Developmental Assets, Positive Youth Development).					1		
8	2	1	1	1	b	0	Recognizes that children and youth have individual needs, characteristics, abilities, and develop at their own rate.							
9	2	1	1	1	b	1	Acknowledges that basic developmental benchmarks apply to specific age groups and that individual children and youth progress at their own rate.	1						
10	2	1	1	1	b	2	Recognizes that development is individualized, with children and youth advancing faster in some areas than others.	1						
11	2	1	1	1	b	3	Provides children and youth with a range of activities that support their unique stage of development.	1						
12	2	1	1	1	b	4	Supports individual children and youth in developing skills as they are ready.	1						

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13	2	1	1	1	b	5	Recognizes environmental factors that may place children and youth at risk.	1							
14	3	1	1	1	c	0	Recognizes that learning develops through experience and active participation.								
15	3	1	1	1	c	1	Provides experiences in which children and youth can actively explore/investigate to construct meaning.	1							
16	3	1	1	1	c	2	Provides ample opportunities for free choice where children & youth can choose the materials and who they want to play/interact with.	1							
17	3	1	1	1	c	3	Supports each child's and youth's play in a stimulating, learning environment (e.g., joining children's play, providing materials to expand play, etc.)	1							
18	3	1	1	1	c	4	Encourages non-teacher directed, child-initiated play.	1							
19	3	1	1	1	c	5	Offers each child or youth free play choices (e.g., developmentally appropriate materials and interest areas).	1							
20	3	1	1	1	c	6	Support each youth's experiences and exploration in a stimulating environment.					1			
21	3	1	1	1	c	7	Offers each youth opportunities to explore their own interests.					1			
22	4	1	1	1	d	0	Accepts differences in development.								
23	4	1	1	1	d	1	Acknowledges that family cultural beliefs and practices influence the behavior and development of children and youth.	1							
24	4	1	1	1	d	2	Appreciates and supports diversity in the program.	1							
25	4	1	1	1	d	3	Responds positively to all children and youth.	1							
26	4	1	1	1	d	4	Takes steps to learn about and respond to the diverse cultures (e.g., understanding that all children may not maintain eye contact with adults) of children and youth.	1							
27	4	1	1	1	d	5	Accepts that each child and youth is an individual, with unique feelings, skills, interests, and needs.	1							
28	4	1	1	1	d	6	Acknowledges the contributions that each child and youth makes to the group.	1							

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29	4	1	1	1	d	7	Responds to children and youth considering their individual needs (e.g., knows which children are comfortable with a humorous approach, which youth need support during transitions from one activity to the next, etc.)	1								
30	4	1	1	1	d	8	Recognizes and values the diverse needs, characteristics, and abilities of children and youth.	1								
31	4	1	1	1	d	9	Addresses the requirements of children and youth with different needs.	1								
32	4	1	1	1	d	10	Understands that there are different expectations for individual children and youth based on their developmental level and needs.	1								
33	4	1	1	1	d	11	Seeks additional information about each child's and youth's individual needs from appropriate sources.	1								
34	4	1	1	1	d	12	Follows individual care plan for children and youth with diverse needs, characteristics, and abilities.	1								
35	4	1	1	1	d	13	Carries out a variety of activities to support individual differences and skills (e.g., uses adaptive materials, supports English Language Learners home language, labels areas and materials in different languages).	1								
36	4	1	1	1	d	14	Accepts that children & youth have individual styles of play, interactions, problem solving, and learning.	1								
37	5	1	1	1	e	0	Values different personalities.									
38	5	1	1	1	e	1	Understands that group dynamics will vary based on the developmental levels and personalities of each child and youth in the group.	1								
39	5	1	1	1	e	2	Responds positively to all children and youth.	1								
40	5	1	1	1	e	3	Accepts that each child and youth is an individual, with unique feelings, skills, interests, and needs.	1								
41	5	1	1	1	e	4	Acknowledges the contributions that each child and youth makes to the group.	1								
42	6	1	1	2	a	0	Identifies benchmarks related to physical, cognitive, language and communication, social and emotional, and creative development.									

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43	6	1	1	2	a	1	Creates or follows lesson plans based in the developmental domains that includes activities and experiences to meet individual interests and needs.				1	1		
44	6	1	1	2	a	2	Describes benchmarks and anticipates the next level of development for every child and youth.	1						
45	6	1	1	2	a	3	Recognizes that individual development can be uneven across domains (e.g., physical development may outpace language development for some children.)	1						
46	6	1	1	2	a	4	Recognizes factors that affect growth and development in the five domains that include mental health, biological, and environmental factors.	1						
47	6	1	1	2	a	5	Identifies the various ways in which youth learn and adapt experiences to the individual/group needs of youth.					1		
48	6	1	1	2	a	6	Uses a variety of methods such as observation, developmental checklists, reports by family members, etc. to recognize and track each child's and youth's development in all of the domains.	1						
49	6	1	1	2	a	7	By tracking benchmarks, identifies risk factors, delays, or disabilities that may indicate a need for special services or program adaptations.	1						
50	7	1	1	2	b	0	Promotes growth and development using appropriate services and resources, including technology.							
51	7	1	1	2	b	1	Uses resources to provide a learning environment that accommodates varying needs, including a flexible schedule, appropriate room arrangement, ample and varied materials, etc.	1						
52	7	1	1	2	b	2	Seeks information on common risk factors and signs of developmental delays.	1						
53	7	1	1	2	b	3	Identifies developmental concerns and reports concerns to authorized individuals (e.g., family members, supervisor/administrator, specialist, etc.).	1						
54	7	1	1	2	b	4	Requests support, feedback, and/or information from authorized individuals about specific areas of concern.	1						

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55	7	1	1	2	b	5	Identifies resources and services for each child and youth with diverse needs, characteristics, and abilities.	1								
56	7	1	1	2	b	6	Uses technology to support each child's and youth's growth and development (e.g., web-based assessment systems, uses digital cameras to document children's work, on-line portfolios).	1								
57	8	1	1	2	c	0	Identifies different temperaments, personalities, and learning styles.									
58	8	1	1	2	c	1	Recognizes differences in personalities and development in children and youth and the ways in which those differences impact their needs and participation in the program.	1								
59	8	1	1	2	c	2	Offers opportunities for children and youth to extend play to promote development (e.g., offer additional materials to promote higher level learning).	1								
60	8	1	1	2	c	3	Modifies routines, lesson plans/experiences, and the environment to address the changing needs of each child and youth.	1								
61	8	1	1	2	c	4	Adapts responses and teaching strategies to each child and youth.	1								
62	8	1	1	2	c	5	Adapts expectations and guidance strategies so that each child and youth can be successful.	1								
63	8	1	1	2	c	6	Interacts with children and youth to better understand and meet their developmental levels in all domains.	1								
64	8	1	1	2	c	7	Appreciates and accommodates the range of development and skills among children and youth.	1								
65	8	1	1	2	c	8	Identifies risk factors, delays, or disabilities that may indicate a need for special services or program adaptations.	1								
66	9	1	1	3	a	0	Communicates physical, cognitive, language and communication, social and emotional, and creative differences among children and youth.									
67	9	1	1	3	a	1	Articulates the differences among the developmental domains and why each domain is important to the growth and development of the whole child.	1								

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68	9	1	1	3	a	2	Shares information with families and peers related to typical development across the five domains.	1						
69	9	1	1	3	a	3	Articulates individual children's and youth's development across the domains and methods of planning to meet their needs with appropriate parties.	1						
70	9	1	1	3	a	4	Shares information related to developmentally appropriate social behaviors and the variety of learning styles with families and peers.	1						
71	9	1	1	3	a	5	Identifies variations in each child's and youth's growth and development that are inconsistent with the developmental level.	1						
72	10	1	1	3	b	0	Employs practices to support an inclusive philosophy.							
73	10	1	1	3	b	1	Creates environments and experiences that value, affirm, and respect cultural and linguistic diversity.	1						
74	10	1	1	3	b	2	Accepts and uses differing languages and terms in describing items, activities, and experiences.	1						
75	10	1	1	3	b	3	Integrates cultural and linguistic diversity into all areas of the program on an ongoing basis (e.g., toys, books, music, games, pictures/displays, foods, activities, etc.).	1						
76	10	1	1	3	b	4	Invites families and community members to share traditions and cultures.	1						
77	10	1	1	3	b	5	Understands and values that everyone benefits when children and youth with diverse needs and abilities grow and learn alongside "typically developing" children.	1						
78	10	1	1	3	b	6	Plans or adapts lesson plans to include children and youth with diverse needs and abilities in daily program activities.	1						
79	10	1	1	3	b	7	Modifies activities to promote independent engagement of children and youth with diverse needs and abilities.	1						
80	10	1	1	3	b	8	Encourages positive interactions between all children, youth, and adults.	1						
81	10	1	1	3	b	9	Incorporates Individual Education Plan (IEP) and/or Individual Family Service Plan (IFSP) goals into lesson plans.	1						
82	10	1	1	3	b	10	Incorporates specialists' recommendations into lesson plans.	1						

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83	10	1	1	3	b	11	Communicates concerns, comments, and observations regarding a child's and youth's progress to authorized individuals.	1						
84	10	1	1	3	b	12	Provides families with additional resources.	1						
85	10	1	1	3	b	13	Understands the legality of inclusion procedures for children and youth.	1						
86	11	1	1	3	c	0	Explains major research-based theories related to growth and development.							
87	11	1	1	3	c	1	stays informed about current research by attending trainings/conferences, reading professional publications, and joining professional associations.	1						
88	11	1	1	3	c	2	Shares information about research and theories of educational practices with families and peers through a variety of methods.	1						
89	11	1	1	3	c	3	Describes relationship between theory and practice.	1						
90	11	1	1	3	c	4	Recognizes positive and negative influences on brain development.	1						
91	11	1	1	3	c	5	Recognizes current theories and ongoing research related to family, child, and youth development.	1						
92	12	1	1	4	a	0	Collaborates with others to promote growth and development.							
93	12	1	1	4	a	1	Provides family members with information appropriate to their child's current and next level of development.	1						
94	12	1	1	4	a	2	Articulates the principles of growth and development into daily communications, lesson plans, newsletters, parent workshops, etc., and reiterates the importance of developmentally appropriate expectations.	1						
95	12	1	1	4	a	3	Supports families in fostering learning in the home environment through lending libraries and other developmentally appropriate methods.	1						
96	12	1	1	4	a	4	Identifies/shares resources that promote growth and development, such as community programs, web sites, books, and videos with families.	1						
97	12	1	1	4	a	5	Participates with intervention team to develop learning plans for individual children and youth.	1						

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98	13	1	1	4	b	0	Applies research-based theories of growth and development to planning and practice.								
99	13	1	1	4	b	1	Plans developmentally appropriate activities that reflect theories and current research.	1							
100	13	1	1	4	b	2	Uses information about developmental theories and the effect of development in one domain on another domain in program planning and development.	1							
101	13	1	1	4	b	3	Ensures that the program's policies and practices reflect an inclusive philosophy.	1							
102	14	1	1	4	c	0	Explains the multiple influences on development and learning.								
103	14	1	1	4	c	1	Recognizes the individual needs of all learners and that variations in children's strengths, needs, prior knowledge and experiences, learning styles, and multiple intelligences impact learning.	1							
104	14	1	1	4	c	2	Monitors each child and youth for risk factors that may impact their development.	1							
105	14	1	1	4	c	3	Monitors and observes each child and youth for the effects of stress and trauma and makes appropriate referrals.	1							
106	14	1	1	4	c	4	Identifies environmental risk factors and their effects on children and youth, such as prenatal exposure to drugs/alcohol/malnutrition, over stimulating environments, or exposure to environmental substances (e.g., lead poisoning).	1							
107	14	1	1	4	c	5	Completes environmental checklist for possible risk factors.	1							
108	14	1	1	4	c	6	Compares observation notes to characteristics associated with various risk factors and consults professionals for possible cause and intervention.	1							
109	14	1	1	4	c	7	Communicates concerns to appropriate parties or authorized individuals.	1							
110	15	1	1	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy to promote growth and development of children and youth.								

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111	15	1	1	5	a	1	Disseminates research-based information about growth and development in a prominent area of the program that is easily accessible to parents and families (parenting bulletin board, parent center).	1							1
112	15	1	1	5	a	2	Educates others though newsletters, workshops, in-service trainings, conferences, etc. regarding research-based theories and issues relevant to the growth and development of children and youth.	1							1
113	15	1	1	5	a	3	Educates others regarding research-based theories and issues relevant to risk and protective factors along with mental wellness.	1							1
114	15	1	1	5	a	4	References theory and current research that describe how children and youth develop and learn.	1							1
115	15	1	1	5	a	5	Evaluates curriculum and learning environment and makes revisions based on theory and current research.	1							1
116	15	1	1	5	a	6	Communicates major theories, research, and issues relevant to growth and development.	1							1
117	15	1	1	5	a	7	Disseminates information explaining how research guides curriculum design and implementation, which promotes growth and development.	1							1
118	15	1	1	5	a	8	Develops program plans and policies that reflect current theory and research.	1							1
119	15	1	1	5	a	9	Advocates on behalf of all children and youth to promote healthy growth and development.	1							1
120	15	1	1	5	a	10	Researches and applies multiple approaches to youth developmental outcomes.						1		1
121	16	1	1	5	b	0	Integrates information on growth, development, learning patterns, diverse abilities, multiple intelligences and applies to practice.								
122	16	1	1	5	b	1	Uses a variety of formal and informal assessment methods to analyze individual and/or group progress, recognizing that each child and youth will respond to different tools and techniques.	1							1

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123	16	1	1	5	b	2	Designs developmentally appropriate activities to promote growth, development, and learning of individual children, youth, and groups.	1						
124	16	1	1	5	b	3	Designs activities that address a range of developmental needs and skills and incorporates individual learning plans.	1						
125	16	1	1	5	b	4	Cultivates inclusive philosophy and practices within the program and community.	1						1
126	16	1	1	5	b	5	Presents information about inclusive philosophy and practices to colleagues, families, and appropriate parties.	1						1
127	16	1	1	5	b	6	Advocates for inclusive education on behalf of all children and youth.	1						1
128	16	1	1	5	b	7	Recognizes how risk and protective factors influence growth and development.	1						1
129	17	2	1	1	a	0	Explains <i>Developmentally Appropriate Practice</i>.							
130	17	2	1	1	a	1	Shares with others how a high quality program is based on developmentally appropriate practices.	1						1
131	17	2	1	1	a	2	Shares with others that the basis of developmentally appropriate practices is quality interactions.	1						1
132	17	2	1	1	a	3	Shares with others how following a developmentally appropriate curriculum results in higher quality programs and positive child outcomes.	1						1
133	17	2	1	1	a	4	Shares with others that an interesting and engaging environment leads to positive outcomes for children and youth and reduces challenging behaviors.	1						1
134	17	2	1	1	a	5	Understands that what is developmentally appropriate for one child is not necessarily developmentally appropriate for another child (e.g., school age expectations and practices are not appropriate for preschoolers and preschool expectations and practices are not appropriate for toddlers).	1						
135	18	2	1	1	b	0	Recognizes the importance of creating a developmentally appropriate learning environment and following a curriculum.							
136	18	2	1	1	b	1	Understands that actively engaging children and youth results in fewer discipline problems and reduces challenging behaviors.	1						

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137	18	2	1	1	b	2	Understands that high quality programing leads to positive developmental outcomes for children and youth.	1							
138	18	2	1	1	b	3	Provides child-friendly and teacher supervised experiences for infants.		1						
139	19	2	1	1	c	0	Identifies aspects of a developmentally appropriate environment and learning plan.								
140	19	2	1	1	c	1	Follows a planned and flexible daily schedule.	1							
141	19	2	1	1	c	2	Understands that infants require individualized schedules that meet their individual needs.		1						
142	19	2	1	1	c	3	Develops and provides children and youth with a predictable and flexible routine.	1							
143	19	2	1	1	c	4	Posts a daily and weekly plan of activities and experiences.	1							
144	19	2	1	1	c	5	Follows posted schedule while remaining flexible to teachable moments.	1							
145	19	2	1	1	c	6	Supports a culturally rich environment.	1							
146	19	2	1	1	c	7	Provides ample and varied materials and experiences to facilitate play and learning.	1							
147	19	2	1	1	c	8	Arranges interest areas by selecting, offering, and rotating materials according to each child's and youth's abilities, interests, and current topics of study.	1							
148	19	2	1	1	c	9	Provides opportunities for indoor/outdoor, active/quiet, large group/small group/individual, teacher-directed and child selected activities and experiences that meet the individual needs of children and youth.	1							
149	19	2	1	1	c	10	Develops a safe environment that meets the developmental needs and interests of children and youth.	1							
150	19	2	1	1	c	11	Encourages learning through play and exploration.	1							
151	19	2	1	1	c	12	Offers children and youth opportunities to make choices throughout the day.	1							

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152	19	2	1	1	c	13	Devotes one third of the day to free play opportunities and allows children and youth ample time to develop their play (e.g., avoids scheduling interruptions of play, avoids choppy daily schedules with small amounts of time for each activity and provides large open blocks of time for play).			1	1	1		
153	19	2	1	1	c	14	Ensures that infants receive ample time for play and that most of the day is not taken up with routine caregiving (e.g., feeding, diapering, etc.).		1					
154	19	2	1	1	c	15	Schedules at least one large block of free choice time in the daily schedule without interruptions or transitions (e.g., more than one hour).	1						
155	19	2	1	1	c	16	Gently guides a child or youth who has difficulty making decisions (e.g., offers a narrow range of choices: “Do you want to paint or play with blocks?”).			1	1	1		
156	19	2	1	1	c	17	Meets the routine care and learning needs of every child and youth.	1						
157	19	2	1	1	c	18	Provides experiences for all children and youth across the five developmental domains.	1						
158	19	2	1	1	c	19	Supports and encourages participation in a variety of experiences and interactions.	1						
159	19	2	1	1	c	20	Joins children and youth in play without intruding.	1						
160	19	2	1	1	c	21	Recognizes the importance of youth involvement in the planning process					1		1
161	19	2	1	1	c	22	Limits group experiences for infants and toddlers and provides individualized learning opportunities throughout the day.		1	1				
162	19	2	1	1	c	23	Arranges space to support positive behavior guidance (e.g., separate quiet and active areas, has duplicate materials).	1						
163	20	2	1	1	d	0	Discusses how children and youth learn through relationships, activities, and play.							
164	20	2	1	1	d	1	Recognizes the importance of responding to each individual child's/youth's needs.	1						
165	20	2	1	1	d	2	Recognizes the benefits of child- and youth-initiated and teacher-directed experiences.			1	1	1		

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166	20	2	1	1	d	3	Promotes strong connections with children and youth through reliable and consistent caregiving.	1						
167	20	2	1	1	d	4	Understands that each child and youth is unique in personality, learning styles, and family background.	1						
168	21	2	1	1	e	0	Engages children and youth in activities that meet the individual needs, interests, development, and skill levels.							
169	21	2	1	1	e	1	Selects toys and materials to use with each child.	1						
170	21	2	1	1	e	2	Talks with children and youth at their level.	1						
171	22	2	1	2	a	0	Provides an interesting, secure, and inclusive environment to encourage play, exploration, and learning across the developmental domains.							
172	22	2	1	2	a	1	Plans, maintains, and monitors the daily schedule/routine for each individual child and youth.	1						
173	22	2	1	2	a	2	Recognizes that children and youth have varying attention and activity levels.	1						
174	22	2	1	2	a	3	Balances daily schedule/routine to include all curricular areas.	1						
175	22	2	1	2	a	4	Adjusts daily schedule according to the needs of children and youth (e.g., shorter group time for preschoolers if not interested or longer outside time for school agers because it is such a beautiful day).	1						1
176	22	2	1	2	a	5	Places materials at children's level for ready access.	1						
177	22	2	1	2	a	6	Offers open-ended materials that allow children and youth to expand their play and learning.	1						
178	22	2	1	2	a	7	Offers duplicate toys and materials so that several children and youth can engage in similar learning opportunities at the same time.	1						
179	22	2	1	2	a	8	Designs play areas large enough to allow space for 4-5 children and small private areas for 1 to 2 children.			1	1	1		
180	22	2	1	2	a	9	Plans and implements authentic learning experiences to promote each child's development.	1						
181	22	2	1	2	a	10	Understands the connection between specified learning goals and objectives and the curriculum.	1						

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182	22	2	1	2	a	11	Provides space for child-initiated and teacher-initiated activities and experiences.			1	1	1		
183	22	2	1	2	a	12	Provides space for individual, small groups, and large groups.			1	1	1		
184	22	2	1	2	a	13	Provides learning opportunities for each infant that meets his/her developmental needs.		1					
185	22	2	1	2	a	14	Provides space for indoor and outdoor experiences.	1						
186	22	2	1	2	a	15	Designates specific areas indoors and outside for quiet and active play.	1						
187	22	2	1	2	a	16	Ensures that there is a quiet, cozy area that is smaller and separate from larger active play areas.	1						
188	22	2	1	2	a	17	Designs space where infants and toddlers feel safe and comfortable to freely explore.		1	1				
189	22	2	1	2	a	18	Plans space for individual experiences (one-on-one story time, computer time, listening center), and group times (circle activities, group murals, cooking).			1	1	1		
190	22	2	1	2	a	19	Plans space for individual experiences and exploration.		1	1				
191	22	2	1	2	a	20	Provides indoor and outdoor spaces with a variety of surfaces and textures.	1						
192	22	2	1	2	a	21	Allows children to use materials in individual ways, and/or for new purposes.	1						
193	22	2	1	2	a	22	Provides opportunities and materials in the learning environment that reflect the cultures represented in the community and demonstrate acceptance of ethnicity, gender, culture, family, language, and diverse needs and abilities.	1						
194	22	2	1	2	a	23	Arranges interest areas and classroom(s) by selecting, offering, and rotating materials according to each child's abilities, interests, needs and current topics of study.	1						
195	22	2	1	2	a	24	Creates a variety of play areas both indoor and outdoor, including but not limited to dramatic play, blocks, art, music, science, manipulative, sensory, woodworking, and language materials.				1	1		

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196	22	2	1	2	a	25	Creates a variety of areas of exploration both indoor and outdoor, including but not limited to dramatic play, blocks, art, music, science, manipulative, sensory, gross and fine motor, tummy time and language materials.		1	1					
197	22	2	1	2	a	26	Includes a variety of developmentally appropriate materials in learning centers that are well-maintained, complete (no missing pieces), and interesting.	1							
198	22	2	1	2	a	27	Designs areas that have clearly defined boundaries and purposes.	1							
199	22	2	1	2	a	28	Identifies, organizes, and labels (printed or picture) materials and areas of room.	1							
200	22	2	1	2	a	29	Recognizes the outdoors as an important learning environment to supplement the indoor spaces.	1							
201	22	2	1	2	a	30	Encourages the engagement of youth in a variety of developmentally appropriate activities that facilitate fun and promote learning through experimentation, exploration, and simulations.					1			
202	22	2	1	2	a	31	Arranges effective and appropriate areas for learning and changes ineffective spaces.	1							
203	23	2	1	2	b	0	Creates developmentally appropriate learning environments and curriculum using appropriate services and resources, including technology.								
204	23	2	1	2	b	1	Utilizes professional consultation to develop the learning environment and curriculum to support each individual child's needs.	1							
205	23	2	1	2	b	2	Is familiar with state learning standards.	1							
206	23	2	1	2	b	3	Utilizes resources to support the individual developmental needs of each child and youth.	1							
207	23	2	1	2	b	4	Selects materials appropriate to the developmental levels of each individual child and youth.	1							
208	23	2	1	2	b	5	Chooses open-ended materials that can serve a wide range of developmental levels.	1							

Core Competencies with Indicators

209	23	2	1	2	b	6	Chooses materials that challenge all children and youth at their individual developmental levels.	1							
210	23	2	1	2	b	7	Selects materials that can be used by or adapted for children/youth who have diverse needs and abilities.	1							
211	23	2	1	2	b	8	Uses anti-bias materials that demonstrate acceptance of each child's/youth's gender, family, race, language, culture, and special needs.	1							
212	23	2	1	2	b	9	Consults with inclusion specialists, therapists, and/or parent(s) for ideas/suggestions, and refers to goals of Individual Education Plan (IEP), or Individual Family Service Plan (IFSP) and makes adaptations to materials and activities so that all children/youth can participate.	1							
213	23	2	1	2	b	10	Ensures each child/youth uses technology and media in a safe manner.				1	1			
214	23	2	1	2	b	11	Identifies, uses and provides access to computer programs and/or web sites that support children/youth and their learning.				1	1			1
215	23	2	1	2	b	12	Plans activities that expose children and youth to the tools of technology.				1	1			
216	23	2	1	2	b	13	Ties technology use to lesson plans/curriculum.				1	1			
217	23	2	1	2	b	14	Introduces children and youth to concrete experiences prior to abstract learning on the computer.				1	1			
218	23	2	1	2	b	15	Evaluates the use of technology and children's software to determine appropriateness.				1	1			1
219	23	2	1	2	b	16	Uses resources such as early learning guidelines, program curriculum, and developmentally appropriate practices when planning activities and experiences for the learning environment.	1							
220	24	2	1	3	a	0	Creates environments and learning experiences to value, affirm, and respect diverse needs and abilities.								
221	24	2	1	3	a	1	Implements practices to support each child's/youth's full inclusion.	1							
222	24	2	1	3	a	2	Supports children and youth with diverse needs and abilities as they participate in varying opportunities.	1							

Core Competencies with Indicators

223	24	2	1	3	a	3	Understands that all children and youth have diverse needs and abilities.	1							
224	24	2	1	3	a	4	Follows basic care and education plans for an individual child with diverse needs and abilities.	1							
225	24	2	1	3	a	5	Recognizes that environment and curriculum play a role in behavior and makes changes to the environment as necessary.	1							
226	24	2	1	3	a	6	Identifies assets and risk factors that may impact the success of the child/youth.	1							
227	24	2	1	3	a	7	Values, affirms, and respects cultural and linguistic diversity through the environment and planned learning experiences.	1							
228	24	2	1	3	a	8	Involves each child and youth in developing activities and learning experiences.				1	1			
229	24	2	1	3	a	9	Modifies/adapts experiences to accommodate each child's culture, diverse needs, interests, and abilities.	1							
230	24	2	1	3	a	10	Adapts environment and curriculum to encourage positive child interactions and behaviors.	1							
231	24	2	1	3	a	11	Provides many and varied opportunities throughout every day to promote individual development.	1							
232	24	2	1	3	a	12	Uses free play to enhance and extend developmental experiences.	1							
233	24	2	1	3	a	13	Plans and adapts practices, daily schedule/routine, activities/experiences, materials, and the environment to meet each individual needs, abilities, developmental levels, and learning styles.	1							
234	24	2	1	3	a	14	Uses a variety of teaching approaches to enhance experiences that include several child-initiated, spontaneous, and planned opportunities.	1							
235	24	2	1	3	a	15	Designs a balanced daily schedule where children and youth are free to choose from a variety of learning centers and play opportunities, child-initiated and teacher-directed, for most of the day.	1							
236	24	2	1	3	a	16	Uses formal and informal assessments to plan and adapt curriculum and environment.	1							

Core Competencies with Indicators

237	24	2	1	3	a	17	Selects and modifies materials, toys, and activities/experiences to enrich learning and meet individual developmental needs.	1						
238	24	2	1	3	a	18	Considers the physical environment when developing the curriculum.	1						
239	24	2	1	3	a	19	Provides materials that expose children and youth to a variety of ethnic backgrounds.	1						
240	24	2	1	3	a	20	Introduces activities based on a variety of factors including: program goals, children's needs/interests/skills, adult observations, children's observations/requests.	1						
241	24	2	1	3	a	21	Designs and implements cognitive, language, physical, social and emotional activities.	1						
242	24	2	1	3	a	22	Involves children in activities that support cognitive, language, physical, social and emotional growth.	1						
243	24	2	1	3	a	23	Creates learning environment using concrete manipulative materials, free choice, child/youth decision-making, and play as a context for enhancing development and active learning.	1						
244	24	2	1	3	a	24	Designs environments and schedules that offer children and youth multiple options of materials/activities/experiences for play and learning.	1						
245	24	2	1	3	a	25	Maintains and develops an environment that empowers children and youth.	1						
246	25	2	1	3	b	0	Designs and implements learning opportunities that include goals and objectives.							
247	25	2	1	3	b	1	Selects and uses a comprehensive curriculum to promote the development of the whole child.	1						
248	25	2	1	3	b	2	Writes detailed lesson plans for individual, small group, and large group learning.	1						
249	25	2	1	3	b	3	Involves children and youth in developing activities and learning experiences.				1	1		
250	25	2	1	3	b	4	Plans curriculum that provides a variety of experiences to address individual learning styles.	1						

Core Competencies with Indicators

251	25	2	1	3	b	5	Plans and implements developmentally appropriate materials, experiences and strategies across the five developmental domains.			1	1	1		
252	25	2	1	3	b	6	Uses appropriate materials, technologies, activities and strategies in an integrated curriculum that includes recreation and fitness, academic support, life skills, and personal growth and development.					1		
253	25	2	1	3	b	7	Uses multiple methods to build an integrated curriculum (e.g., music, movement, finger plays, open ended art, exploration of materials.)	1						
254	25	2	1	3	b	8	Facilitates learning across the curriculum throughout the entire day, such as group time, center activities, meals, transitions, and outdoor time.			1	1	1		
255	25	2	1	3	b	9	Addresses each curriculum area in lesson plans and routines, and offers appropriate activities to support these areas.			1	1	1		
256	25	2	1	3	b	10	Addresses the whole child in individualized curriculum, and offers appropriate experiences to support overall development.		1					
257	25	2	1	3	b	11	Integrates curriculum into routines throughout the day.	1						
258	25	2	1	3	b	12	Confers with peers, supervisors/administrators, mentors, and consultants to develop curriculum plans and establish goals.	1						
259	25	2	1	3	b	13	Notes possible extensions and adaptations for activities as they emerge in play.	1						
260	25	2	1	3	b	14	Records objectives and goals for activities.	1						
261	25	2	1	3	b	15	Uses environmental observations, screening results, feedback from families and specialists to establish individual objectives and goals for children and youth.	1						
262	25	2	1	3	b	16	Ensures use of developmentally appropriate objectives and goals in lesson plans	1						
263	25	2	1	3	b	17	Includes a variety of activities that include a range of skills to address the same objectives and goals.	1						
264	25	2	1	3	b	18	Adjusts objectives and goals based on observations and documentation of child/group progress.	1						

Core Competencies with Indicators

265	25	2	1	3	b	19	Creates opportunities for youth involvement in activity planning and evaluation.						1		
266	25	2	1	3	b	20	Plans activities that provide opportunities for youth to develop internal and external assets.						1		
267	26	2	1	3	c	0	Uses a broad collection of effective teaching/learning strategies, tools, and approaches to meet individual needs and enhance learning.								
268	26	2	1	3	c	1	Adapts and applies learning strategies to meet the ever-changing needs of each individual child and youth.	1							
269	26	2	1	3	c	2	Adapts and applies new learning strategies as necessary.	1							
270	26	2	1	3	c	3	Implements new tools to build on a child's/youth's current developmental stage.	1							
271	26	2	1	3	c	4	Selects curriculum framework and approaches for the program based on current professional standards.	1							1
272	26	2	1	3	c	5	Reviews research-based curricula.	1							1
273	26	2	1	3	c	6	Confers with peers, supervisors/administrators, mentors, consultants, and families to select curricular approach that aligns with the program's mission and philosophy and the ages and needs of children.	1							1
274	26	2	1	3	c	7	Educates staff, families, volunteers, therapists and the public in a positive and professional manner about chosen curriculum and the rationale for its selection.	1							1
275	26	2	1	3	c	8	Provides ongoing guidance and training to staff, volunteers, therapists, etc., about planning and implementing curriculum activities.	1							1
276	26	2	1	3	c	9	Reviews and revises curricular approach regularly to ensure that it supports growth of the whole child in developmentally appropriate manner based on current research.	1							1
277	27	2	1	4	a	0	Applies content knowledge, concepts, and skills to create a developmentally appropriate learning environment and integrated curriculum.								

Core Competencies with Indicators

278	27	2	1	4	a	1	Ensures that the environment and relationships with children facilitates learning in all five developmental domains: physical, cognitive, language and communication, social and emotional, and creative.	1								
279	27	2	1	4	a	2	Designs space, chooses equipment, and plans daily routine to accommodate diverse needs, abilities, and learning styles.	1								
280	27	2	1	4	a	3	Considers multiple aspects of the learning environment when developing the curriculum.	1								
281	27	2	1	4	a	4	Extends activities beyond the learning environment to enrich the learning experiences of children and youth.			1	1	1				
282	27	2	1	4	a	5	Uses extended activities and guests to expand on children's learning and includes ideas from extended activities and guests in lesson plans.				1	1				
283	27	2	1	4	a	6	Draws on strengths/knowledge of colleagues, parents, and volunteers to share information or experiences beyond educator's skills.	1								
284	28	2	1	4	b	0	Reflects on the effectiveness of learning environments and curriculum to meet individual needs, interests, development, and skill levels and makes appropriate changes.									
285	28	2	1	4	b	1	Adapts interest areas, routines, materials, and experiences to meet the developmental needs of children and youth, based on information gained through assessment tools.	1								
286	28	2	1	4	b	2	Encourages children and youth to participate in planning for the curriculum/environment.				1	1			1	
287	28	2	1	4	b	3	Rotates materials within learning centers when children/youth no longer show signs of interest or engagement.	1								
288	28	2	1	4	b	4	Encourages children and youth to evaluate the outcomes and/or consequences of their decisions and to revise their behavior based on their previous experiences.			1	1	1				1
289	28	2	1	4	b	5	Evaluates the effectiveness of experiences for groups and individuals and makes necessary adjustments.	1								
290	28	2	1	4	b	6	Assesses lesson plans after implementation to determine strengths and limitations of planned experiences and lessons.	1								

Core Competencies with Indicators

291	28	2	1	4	b	7	Adjusts teaching techniques, strategies, planned experiences and materials, so that individual learning styles are addressed and supported.	1							
292	28	2	1	4	b	8	Evaluates daily schedule to ensure smooth transitions; balance of active/quiet, indoor/outdoor, and structure/flexibility; ample choice and free play; and a variety of educational groupings, as appropriate, throughout the day.	1							
293	28	2	1	4	b	9	Brainstorms with children and youth to identify areas of interest and ways to expand experiences and project work.				1	1			1
294	28	2	1	4	b	10	Encourages children and youth to suggest/ask for additional materials/activities/learning experiences.			1	1	1			1
295	28	2	1	4	b	11	Reviews the effectiveness of previous plans; helps children refine, revise, extend, or discontinue explorations in that area.				1	1			
296	28	2	1	4	b	12	Evaluates use of resources, technology, and services to create a developmentally appropriate learning environment and curriculum.	1							
297	28	2	1	4	b	13	Utilizes technology to record, analyze, and report the progress of children and youth.	1							
298	28	2	1	4	b	14	Collaborates with specialists to modify and adapt curriculum activities and experiences to meet individual needs.	1							
299	28	2	1	4	b	15	Provides adaptations to curriculum and individual experiences to accommodate children with diverse needs and abilities.	1							
300	28	2	1	4	b	16	Evaluates program's schedule, indoor and outdoor space, planned experiences and interactions when developing curriculum to maximize individual learning.	1							
301	28	2	1	4	b	17	Takes advantage of opportunities to modify curriculum to build on child- and youth-initiated experiences and interests.			1	1	1			1
302	28	2	1	4	b	18	Changes lesson plans to reflect the emerging skills and interests of children and youth.	1							
303	28	2	1	4	b	19	Develops strategies that support children and youth's role in planning curriculum.				1	1			1

Core Competencies with Indicators

304	28	2	1	4	b	20	Explains to authorized individuals (e.g., families, peers, supervisors/administrators, mentors, and consultants) the importance of involving children and youth in planning the curriculum and how specific strategies are chosen.				1	1		1
305	28	2	1	4	b	21	Models and demonstrates appropriate support strategies for including children/youth in curriculum planning such as working individually with children who choose not to speak up in front of the group, encouraging all youth to participate, recognizing the individual efforts of children and youth.				1	1		
306	28	2	1	4	b	22	Creates a curriculum and learning environment using authentic materials, technologies, choices, and decision-making which incorporates experimentation, exploration, simulation, and play as a context for enhancing development and active learning.				1	1		
307	28	2	1	4	b	23	Ensures that the environment facilitates learning in all curricular areas, including recreation and fitness, academic support, life skills, personal growth and development, and technology.				1	1		1
308	28	2	1	4	b	24	Designs and evaluates the learning environment and curriculum to maximize learning.	1						1
309	28	2	1	4	b	25	Informs others, including families, about the importance of adult-youth and youth-youth interactions in all curricular areas.					1		1
310	28	2	1	4	b	26	Plans, uses, and evaluates appropriate materials, technologies, activities, and strategies in an integrated curriculum that includes all program components.				1	1		
311	28	2	1	4	b	27	Plans, implements, and evaluates appropriate materials, activities, and strategies in an integrated curriculum that includes activities from across all domains.		1	1	1			
312	28	2	1	4	b	28	Collaborates with other agencies to maximize opportunities for youth in the integrated curriculum areas.					1		
313	28	2	1	4	b	29	Ensures that program activities include opportunities for youth to develop internal and external assets.					1		1
314	29	2	1	4	c	0	Develops a learning environment and curriculum using major theories of child and youth development.							
315	29	2	1	4	c	1	Implements learning theories and research in daily practice.	1						

Core Competencies with Indicators

316	29	2	1	4	c	2	Engages in conversation with educators, parents, administrators, and other experts about current research on learning.	1							
317	29	2	1	4	c	3	Explains how different types of learners benefit from developmentally appropriate programming.	1							
318	29	2	1	4	c	4	Collaborates with other agencies to research and communicate information about integrated curriculum areas.	1							
319	30	2	1	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy on learning environments, teaching, and curricula.								
320	30	2	1	5	a	1	Articulates, analyzes, evaluates, and applies current theories and research related to promoting each individual child's development across the five developmental domains.	1							
321	30	2	1	5	a	2	Educates others regarding research-based theories and issues relevant to an individual child's development.	1							
322	30	2	1	5	a	3	Explains how research and theory relate to early childhood & afterschool educational issues.	1							
323	30	2	1	5	a	4	Communicates the relationship between theory and daily practice to others through a variety of methods.	1							
324	30	2	1	5	a	5	Partners with others to research and communicate information on each individual child's development.	1							
325	30	2	1	5	a	6	Evaluates the quality and effectiveness of curriculum, activities, and opportunities to support each individual child's & youth's development.	1							
326	30	2	1	5	a	7	Articulates, analyzes, evaluates, and applies current theories and research related to the design of curriculum and environment.	1							
327	30	2	1	5	a	8	Employs current theory and research to support curriculum design.	1							
328	30	2	1	5	a	9	Uses research to support choices made in curriculum design and environment.	1							
329	30	2	1	5	a	10	Compares current theories/research on curriculum design and makes adjustments as needed.	1							

Core Competencies with Indicators

330	30	2	1	5	a	11	Cites current research and theory to justify decisions.	1							
331	30	2	1	5	a	12	Designs, teaches, and shares curriculum with others.	1							
332	30	2	1	5	a	13	Researches and writes curriculum.	1							
333	30	2	1	5	a	14	Collaborates with others to develop lesson plans and projects.	1							
334	30	2	1	5	a	15	Describes/displays curriculum to other interested parties in a variety of ways.	1							
335	30	2	1	5	a	16	Models appropriate curriculum design.	1							
336	30	2	1	5	a	17	Mentors others independently or through formal mentoring program.	1							
337	30	2	1	5	a	18	Presents information on how to design curriculum through college courses, in-services, conference presentations.	1							
338	31	2	2	1	a	0	Closely supervises and interacts with children and youth during physical activities.								
339	31	2	2	1	a	1	Interacts and actively participates with children and youth at their level.	1							
340	31	2	2	1	a	2	Allows children and youth to lead activities while providing supervision.	1							
341	31	2	2	1	a	3	Helps children and youth expand their play.	1							
342	31	2	2	1	a	4	Recognizes levels of involvement or exhaustion from the children and youth.	1							
343	31	2	2	1	a	5	Provides encouragement and support for children and youth as they investigate new experiences, activities, and strategies.	1							
344	31	2	2	1	a	6	Refrains from introducing physically aggressive activities and experiences.	1							
345	31	2	2	1	a	7	Demonstrates and models skills at the child's/youth's developmental level to encourage participation.	1							
346	31	2	2	1	a	8	Models sharing, turn-taking, and problem-solving while engaged in active play.	1							
347	32	2	2	1	b	0	Assists with fine and gross motor skill development.								
348	32	2	2	1	b	1	Remains actively near children and youth as they climb, run, throw, or otherwise engage in physical movement.	1							

Core Competencies with Indicators

349	32	2	2	1	b	2	Provides children and youth with opportunities to work with materials that require grasping, pinching, etc. to develop fine motor skills.	1							
350	32	2	2	1	b	3	Provides children with opportunities to work with materials that require running, jumping, climbing, kicking, scooping, pouring, throwing, etc. to develop gross motor skills	1							
351	32	2	2	1	b	4	Supports children and youth with diverse needs and abilities as they participate in physical activities.	1							
352	33	2	2	2	a	0	Provides a learning environment where children and youth can explore and develop physical motor skills.								
353	33	2	2	2	a	1	Incorporates and uses a variety of equipment, activities, and opportunities to promote the physical development of children and youth.	1							
354	33	2	2	2	a	2	Facilitates a variety of physical activities that meet the interests, development, and skill levels of children and youth.	1							
355	33	2	2	2	a	3	Incorporates fine and gross motor and sensory experiences into every area of the program.	1							
356	33	2	2	2	a	4	Engages children and youth in movement and music experiences so they can develop a sense of how their bodies move in relationship to others and the world.	1							
357	33	2	2	2	a	5	Encourages the use of special equipment and materials that support and challenge physical development.	1							
358	33	2	2	2	a	6	Ensures children and youth have access to a variety of indoor and outdoor play equipment.	1							
359	33	2	2	2	a	7	Plans indoor and outdoor activities for both large and small motor skills.	1							
360	33	2	2	2	a	8	Includes time and space for indoor and outdoor gross motor activities such as running, climbing, walking, balancing, lifting, catching, throwing, jumping, and rhythm and sequencing activities in order to develop large muscles and the child's/youth's ability to negotiate obstacles.			1	1	1			

Core Competencies with Indicators

361	33	2	2	2	a	9	Includes time and space for indoor and outdoor gross motor activities such as rolling, crawling, creeping, balancing, lifting, catching, throwing, and rhythm and movement activities and experiences in order to develop large muscles and the infant's ability to negotiate his/her environment		1						
362	33	2	2	2	a	10	Includes time and space for indoor and outdoor fine motor activities such as drawing, writing, cutting, using play dough, manipulating puzzles, stringing beads, building with small blocks, sorting and classifying materials.			1	1	1			
363	33	2	2	2	a	11	Includes time and space for indoor and outdoor fine motor activities such as grasping, pinching, holding, squeezing, passing from hand-to-hand, and building with soft blocks, in order to develop the infant's & toddler's small muscles.		1	1					
364	33	2	2	2	a	12	Provides active and hands-on sensory experiences for children and youth.	1							
365	33	2	2	2	a	13	Recognizes children and youth may have sensory preferences.	1							
366	33	2	2	2	a	14	Plans and implements activities related to the five senses.	1							
367	33	2	2	2	a	15	Provides a sensory area that is stocked with a variety of materials to explore and regularly changes the materials to introduce new sensory concepts.			1	1	1			
368	33	2	2	2	a	16	Engages children in finger plays, songs, rhythm activities and stories that help them to develop their senses.		1	1	1				
369	33	2	2	2	a	17	Provides several different textures of materials for children to touch, handle, mouth, and smell.		1	1	1				
370	33	2	2	2	a	18	Plans cooking activities to expose children to a variety of taste, smell, texture, and fine motor skills (e.g., pouring juice, cutting bananas).			1	1	1			
371	33	2	2	2	a	19	Uses a variety of indoor and outdoor physical activities, including structured, unstructured, staff-directed, and child/youth-directed.			1	1	1			
372	33	2	2	2	a	20	Uses a variety of equipment, activities, and opportunities at different levels of difficulty to promote physical health and fitness for youth.					1			

Core Competencies with Indicators

373	34	2	2	2	b	0	Adapts physical motor activities and interactions to support diverse needs and abilities.								
374	34	2	2	2	b	1	Adapts play equipment and activities so that all children and youth can participate in movement and full body activities.	1							
375	34	2	2	2	b	2	Adapts physical activities for children and youth with diverse needs and abilities.	1							
376	34	2	2	2	b	3	Encourages children and youth with diverse needs and abilities to fully participate in a variety of activities appropriate to their developmental level, needs, and interests.	1							
377	34	2	2	2	b	4	Provides physical supports to children and youth with physical needs so that they may hold, touch, move, and engage in an activity or experience.	1							
378	34	2	2	2	b	5	Carries out physical activities and modifications identified in Individual Education Plans (IEPs) or Individual Family Service Plans (IFSPs).	1							
379	34	2	2	2	b	6	Seeks suggestions from therapists and parents about specific physical adaptations that will assist a child/youth in participating.	1							
380	34	2	2	2	b	7	Adapts utensils, writing instruments, toys, seating, and positioning so that children and youth can engage in activities successfully.	1							
381	34	2	2	2	b	8	Modifies activities to the child's/youth's participation level.	1							
382	35	2	2	3	a	0	Incorporates activities promoting physical development across curricular areas.								
383	35	2	2	3	a	1	Ensures that physical development and the arts (e.g., music, movement, dramatic play and art) are incorporated into all curriculum areas.	1							
384	35	2	2	3	a	2	Utilizes music and movement during transitioning activities and throughout the day.	1							
385	35	2	2	3	a	3	Uses fine and gross motor activities to teach and reinforce concepts in other curricular areas.	1							
386	35	2	2	3	a	4	Uses music and movement to express/represent knowledge in other curricular areas.	1							

Core Competencies with Indicators

387	35	2	2	3	a	5	Addresses the needs of kinesthetic learners when planning activities in other curricular areas.	1						
388	35	2	2	3	a	6	Incorporates physical activities into all curricular areas (e.g., recreation and fitness, academic support, life skills, personal growth and development).					1		
389	36	2	2	3	b	0	Identifies the importance of sensory integration and its impact on learning.							
390	36	2	2	3	b	1	Understands that each individual child takes in information differently.	1						
391	36	2	2	3	b	2	Adapts materials in the program to accommodate children and youth with sensory processing disorders.	1						
392	37	2	2	4	a	0	Evaluates the appropriateness and effectiveness of physical development activities.							
393	37	2	2	4	a	1	Evaluates whether physical development activities and experiences are effective in the development of gross and fine motor skills.	1						
394	37	2	2	4	a	2	Collects information through a variety of assessment tools to document participation in activities, and growth in specific fine/gross motor skills on an continuous basis.	1						
395	37	2	2	4	a	3	Analyzes the interests, needs, and progress of children and youth and modifies physical activities and experiences, as needed.	1						
396	37	2	2	4	a	4	Communicates the effectiveness of physical development activities and experiences.	1						
397	37	2	2	4	a	5	Evaluates the appropriateness of physical development activities and experiences for each individual child/youth.	1						
398	37	2	2	4	a	6	Tracks work samples and/or observes interactions, explorations, and participation to assess motor skills and performance of each child and youth.	1						
399	37	2	2	4	a	7	Analyzes information and adjusts motor activities so that physical skills are supported.	1						
400	37	2	2	4	a	8	Communicates findings and modifications to families and other authorized individuals.	1						

Core Competencies with Indicators

401	37	2	2	4	a	9	Understands the impact of health and fitness activities on children & youth.	1						
402	37	2	2	4	a	10	Facilitates youth and child involvement in curriculum design, implementation, and evaluation.				1	1		
403	37	2	2	4	a	11	Articulates the importance and demonstrates the methods of integrating physical activities into all curricular areas.	1						
404	38	2	2	4	b	0	Explains perceptual motor development and its impact on learning.							
405	38	2	2	4	b	1	Plans activities for perceptual motor, gross motor, and fine motor development.	1						
406	38	2	2	4	b	2	Explains how children and youth benefit from including perceptual motor activities in the curriculum (e.g., crawling, crossing midline, fine motor development).	1						
407	38	2	2	4	b	3	Provides families and others with information on developmental benchmarks and how to support children's perceptual motor development.	1						
408	39	2	2	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting physical development.							
409	39	2	2	5	a	1	Explains what current theory/research suggests about supporting physical development.	1						
410	39	2	2	5	a	2	Reviews current theory and research and matches information to individual and group needs.	1						
411	39	2	2	5	a	3	Uses current knowledge to plan curriculum and make adjustments to activities and experiences.	1						
412	39	2	2	5	a	4	Participates in research on physical development.	1						
413	39	2	2	5	a	5	Educates others about ways to integrate health and fitness into all curricular areas.	1						
414	39	2	2	5	a	6	Explains how physical development affects other areas of development for children and youth and interrelate.	1						
415	39	2	2	5	a	7	Articulates the importance of physical development and how it supports development in all areas.	1						
416	39	2	2	5	a	8	References research based information when explaining how physical development and other areas interrelate.	1						

Core Competencies with Indicators

417	39	2	2	5	a	9	Explains how physical growth and sensory, fine motor, gross motor, and perceptual motor development interrelate.	1						
418	39	2	2	5	a	10	Uses knowledge of kinesthetic learning styles when teaching others.	1						
419	39	2	2	5	a	11	Articulates the characteristics of kinesthetic learners, helping others understand how this style affects learning.	1						
420	39	2	2	5	a	12	Provides others with research-based information on kinesthetic learners.	1						
421	39	2	2	5	a	13	Designs and fosters alternative approaches to learning.	1						
422	39	2	2	5	a	14	Develops systems for collecting information on current physical development, needs, and abilities of children and youth.	1						
423	39	2	2	5	a	15	Adapts and encourages others to adapt teaching approach to match specific learning styles of children and youth, including those with diverse physical needs and abilities.	1						
424	39	2	2	5	a	16	Explains specific learning styles of children and youth, and describes how the curriculum supports individual learners' physical development.	1						
425	39	2	2	5	a	17	Advocates for policies and practices that promote the physical development of children and youth.	1						
426	39	2	2	5	a	18	Works collaboratively with other agencies to research and communicate information about promoting physical development.	1						
427	40	2	3	1	a	0	Models appropriate and respectful communication skills.							
428	40	2	3	1	a	1	Talks with each child and youth at their eye level.	1						
429	40	2	3	1	a	2	Addresses each child and youth by name.	1						
430	40	2	3	1	a	3	Initiates conversation with and between children and youth.			1	1	1		
431	40	2	3	1	a	4	Actively communicates with children and youth.	1						
432	40	2	3	1	a	5	Uses positive verbal and nonverbal communication with all children and youth.	1						
433	40	2	3	1	a	6	Uses appropriate voice tone and positive language when frustrated or during difficult times.	1						

Core Competencies with Indicators

434	40	2	3	1	a	7	Chooses and provides books that are appropriate for the age, interests, and development of each child.	1								
435	40	2	3	1	a	8	Reads to children daily both individually and in small groups.		1	1	1					
436	40	2	3	1	a	9	Models proper inflection, emphasis, and meaning while communicating and reading with each child.	1								
437	40	2	3	1	a	10	Varies tone, speed, and volume of voice to match story/characters.	1								
438	40	2	3	1	a	11	Asks open-ended questions to assess whether children understand plot/information.	1								
439	40	2	3	1	a	12	Adjusts reading time to child's/children's degree of interest and attention span.		1	1	1					
440	40	2	3	1	a	13	Uses conversations to enrich and expand vocabulary.	1								
441	40	2	3	1	a	14	Models good listening.	1								
442	40	2	3	1	a	15	Uses positive language with children and youth and avoids sarcasm.	1								
443	40	2	3	1	a	16	Uses positive body language and nonverbal communication.	1								
444	40	2	3	1	a	17	Models good listening and verbal skills including use of proper grammar.	1								
445	41	2	3	1	b	0	Encourages children and youth to communicate in a variety of ways.									
446	41	2	3	1	b	1	Uses the home language of children and youth, when possible.	1								
447	41	2	3	1	b	2	Models appropriate language usage, but does not correct children's speech.		1	1	1					
448	41	2	3	1	b	3	Asks open-ended questions (e.g., How? Why? What if?) to promote conversation.	1								
449	41	2	3	1	b	4	Encourages children and youth to express feelings, ideas, thoughts, and concerns verbally.	1								
450	41	2	3	1	b	5	Encourages children and youth to express feelings, ideas, thoughts, and concerns through writing and/or artwork.			1	1	1				
451	41	2	3	1	b	6	Allows children and youth to lead the conversation, and responds enthusiastically to their ideas.	1								
452	41	2	3	1	b	7	Recognizes barriers in communication.	1								

Core Competencies with Indicators

453	41	2	3	1	b	8	Supports peer dialogue by encouraging children and youth to share ideas with one another (e.g., “Sue, tell Mary what you have built.”)			1	1	1		
454	42	2	3	1	c	0	Responds to communication in an positive and timely manner.							
455	42	2	3	1	c	1	Demonstrates realistic expectations for each child's understanding and use of speech.	1						
456	42	2	3	1	c	2	Recognizes that infants and toddlers can understand more sophisticated language than they can speak.		1	1				
457	42	2	3	1	c	3	Recognizes that children and youth may not use correct grammar or pronunciation.	1						
458	42	2	3	1	c	4	Responds quickly to infants' and toddlers' cries and attempts to communicate.		1	1				
459	43	2	3	2	a	0	Provides learning environments to promote the development and exploration of language and communication skills.							
460	43	2	3	2	a	1	Includes children and youth in conversations about experiences, ideas, feelings.	1						
461	43	2	3	2	a	2	Encourages children and youth to choose the topic/direction of conversation.			1	1	1		
462	43	2	3	2	a	3	Engages in one-on-one conversations with children and youth.	1						
463	43	2	3	2	a	4	Initiates conversations with groups of children.			1	1	1		
464	43	2	3	2	a	5	Uses conversations to enrich and expand vocabulary.	1						
465	43	2	3	2	a	6	Helps children communicate with one other by modeling appropriate conversations.	1						
466	43	2	3	2	a	7	Interprets conversations for children and youth in their primary language, whenever possible.	1						
467	43	2	3	2	a	8	Demonstrates the relationship between spoken and printed words (e.g., labels objects in the room, sign-in and out systems, display's children's writing, provides opportunities to dictate what other's say).	1						
468	43	2	3	2	a	9	Creates a “print rich” environment, by placing written materials throughout the program, as appropriate.	1						
469	43	2	3	2	a	10	Displays words in a variety of written formats and languages throughout the environment.	1						

Core Competencies with Indicators

470	43	2	3	2	a	11	Points to words while reading aloud moving from left to right.		1	1	1			
471	43	2	3	2	a	12	Helps children connect environmental print with pre-reading skills.				1			
472	43	2	3	2	a	13	Offers writing materials in a variety of learning centers and curricular areas.				1	1		
473	43	2	3	2	a	14	Writes what children say and reads it back to them/others.		1	1	1			
474	43	2	3	2	a	15	Uses a variety of language and literacy materials, including those from many cultures.	1						
475	43	2	3	2	a	16	Gathers and uses a variety of songs, stories, and games from many cultures, including the home cultures of children and youth, into daily activities, experiences, and curriculum.	1						
476	43	2	3	2	a	17	Uses play to introduce children to new customs and cultures throughout the day.	1						
477	43	2	3	2	a	18	Provides opportunities and support to help children and youth understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.	1						
478	43	2	3	2	a	19	Encourages children and youth to talk and ask questions about ideas and feelings.			1	1	1		
479	43	2	3	2	a	20	Plans activities and experiences that allow children and youth to express and explore ideas and emotions.	1						
480	43	2	3	2	a	21	Observes children and youth and asks questions about their thoughts and feelings and models appropriate responses.	1						
481	43	2	3	2	a	22	Encourages children and youth to observe how peers' facial expressions and body language express emotions.	1						
482	43	2	3	2	a	23	Joins groups of children and youth at the appropriate times during play experiences to stimulate, model, and facilitate conversation.	1						
483	43	2	3	2	a	24	Models appropriate ways to request assistance, change subjects, and resolve conflicts.	1						
484	43	2	3	2	a	25	Models appropriate social interactions, especially during conflict.	1						
485	43	2	3	2	a	26	Recognizes the diverse communication needs and abilities of children and youth.	1						

Core Competencies with Indicators

486	43	2	3	2	a	27	Encourages each child and youth to represent their ideas through symbolic representations.				1	1		
487	43	2	3	2	a	28	Demonstrates an understanding of how children and youth use language, as well as other forms of communication, at all ages and stages of development.	1						
488	43	2	3	2	a	29	Encourages and supports children's/youth's verbal interactions with others.	1						
489	43	2	3	2	a	30	Provides opportunities for children and youth to interact with others in a variety of ways.	1						
490	43	2	3	2	a	31	Encourages all children and youth to participate in the dialogue (e.g., "I think Carlos has something to say.").	1						
491	43	2	3	2	a	32	Encourages children and youth to share experiences and ideas and to retell books and stories.				1	1		
492	43	2	3	2	a	33	Expands on the statements of children and youth to help them develop skills and vocabulary to communicate effectively with others.			1	1	1		
493	43	2	3	2	a	34	Explains new words in songs, books, conversations.	1						
494	43	2	3	2	a	35	Names/identifies new concepts, items, experiences, materials.	1						
495	43	2	3	2	a	36	Responds positively to children's/youth's language, conversations, use of new words, and verbal humor.	1						
496	43	2	3	2	a	37	Uses jokes, puns, and word play to introduce the complexities of language.					1		
497	43	2	3	2	a	38	Offers a variety of communication opportunities that meet individual interests and skill levels.	1						
498	43	2	3	2	a	39	Expands own and youth's vocabulary through a variety of ways.					1		
499	43	2	3	2	a	40	Encourages youth to use appropriate verbal and nonverbal means of communicating thoughts and feelings.					1		
500	44	2	3	2	b	0	Adapts language communication activities and interactions to support diverse needs and abilities.							
501	44	2	3	2	b	1	Uses multiple languages and/or modes of communication whenever possible (e.g., sign language, communication boards).	1						

Core Competencies with Indicators

502	44	2	3	2	b	2	Encourages children and youth with diverse needs and abilities to fully participate in a variety of communication activities appropriate to their developmental level, needs, and interests.	1						
503	44	2	3	2	b	3	Provides language supports to children and youth with communication needs so that they may fully engage in the activity or experience.	1						
504	44	2	3	2	b	4	Carries out communication activities and modifications identified in Individual Education Plans (IEPs) or Individual Family Service Plans (IFSPs).	1						
505	44	2	3	2	b	5	Seeks suggestions from therapists and parents about specific language adaptations that will assist a child/youth in participating.	1						
506	44	2	3	2	b	6	Adapts writing instruments, toys, seating, and positioning so that children and youth can engage in activities successfully.	1						
507	44	2	3	2	b	7	Modifies communication activities to the child's/youth's participation level.	1						
508	45	2	3	3	a	0	Incorporates activities promoting language and communication development across curricular areas.							
509	45	2	3	3	a	1	Encourages expressive language and thought in all the developmental domains.	1						
510	45	2	3	3	a	2	Interacts with children and youth in ways that facilitate the development of expressive language and thought.	1						
511	45	2	3	3	a	3	Includes songs, stories, and finger plays in curricula throughout the day.	1						
512	45	2	3	3	a	4	Reads/talks in varied, expressive ways.	1						
513	45	2	3	3	a	5	Encourages children and youth to ask questions and make comments/observations while exploring materials.			1	1	1		
514	45	2	3	3	a	6	Offers opportunities to act out plays and stories; encourages children to experiment with different voices, characters through modeling.				1	1		
515	45	2	3	3	a	7	Uses concrete experiences and play to enhance and extend young children's language development and early literacy.		1	1	1			

Core Competencies with Indicators

516	45	2	3	3	a	8	Utilizes multiple languages in labeling items in the environment and engages children and youth in the use of the labels/languages, whenever possible.	1							
517	45	2	3	3	a	9	Encourages children to spontaneously dictate ideas so that what was written down can be read back.				1	1			
518	45	2	3	3	a	10	Plans opportunities for children to dictate, such as composing books, invitations, thank you notes, recipes, lists, rules.				1	1			
519	45	2	3	3	a	11	Reads books and words repeatedly to demonstrate that the words maintain the same meaning.	1							
520	45	2	3	3	a	12	Uses photos from activities to help children and youth reflect on their experiences.			1	1	1			
521	45	2	3	3	a	13	Demonstrates an understanding of how children and youth use language, as well as other forms of communication, at all ages and stages of development.	1							
522	45	2	3	3	a	14	Recognizes that language and communication skills develop individually in children and youth over time.	1							
523	45	2	3	3	a	15	Explains children's and youth's language and communication development to families.	1							
524	45	2	3	3	a	16	Introduces children and youth to alternate forms of communication (e.g., Baby Signs, American Sign Language, Braille).	1							
525	45	2	3	3	a	17	Plans, implements, and evaluates language experiences and activities.	1							
526	45	2	3	3	a	18	Introduces poems, stories, rhymes, songs, finger plays, and language games.	1							
527	45	2	3	3	a	19	Supports expressive and receptive language throughout the day.	1							
528	45	2	3	3	a	20	Immerses children and youth in a print-rich environment.	1							
529	45	2	3	3	a	21	Provides spaces throughout the program where commonly used words and children's/youth's names are displayed.	1							
530	45	2	3	3	a	22	Models the usefulness and importance of print by consulting telephone books, calendars, menus, lists, schedules.			1	1	1			1

Core Competencies with Indicators

531	45	2	3	3	a	23	Provides meaningful opportunities for children and youth to write throughout the day, such as signing attendance sheets, journal entries, and writing name on back of artwork.				1	1		
532	45	2	3	3	a	24	Encourages children and youth to create their own printed materials indoors and outdoors (e.g., labels, signs, books, money, invitations).				1	1		
533	45	2	3	3	a	25	Places books and reading material throughout program and encourages reading throughout the day (e.g., places books on construction in the Block Area.)	1						
534	45	2	3	3	a	26	Encourages children and youth to use books as reference materials during activities and projects.				1	1		
535	45	2	3	3	a	27	Facilitates the relationship between spoken and printed words.	1						
536	45	2	3	3	a	28	Provides opportunities for children to understand that the spoken word corresponds to the written word.		1	1	1			
537	45	2	3	3	a	29	Places books with companion tapes in a reading/listening center.				1	1		
538	45	2	3	3	a	30	Displays books throughout the program and reads aloud child- and youth-dictated materials.				1	1		
539	45	2	3	3	a	31	Seeks resources to translate child/youth dictation to home language.			1	1	1		
540	45	2	3	3	a	32	Sends children's/youth's work home for families to read aloud or interpret into home language.			1	1	1		
541	45	2	3	3	a	33	Offers programming opportunities for children & youth to learn effective communication skills.	1						
542	45	2	3	3	a	34	Plans and implements communication experiences and activities based on the population of the program.	1						
543	46	2	3	4	a	0	Evaluates the appropriateness and effectiveness of language and communication activities and interactions.							
544	46	2	3	4	a	1	Uses ongoing assessment and evaluation to adapt and modify activities and interactions with children and youth to meet their individual language needs.	1						
545	46	2	3	4	a	2	Uses assessment tools throughout the year to assess language development.	1						

Core Competencies with Indicators

546	46	2	3	4	a	3	Observes and documents the speech and language of children and youth.	1							
547	46	2	3	4	a	4	Recognize the developmental stages of speech and language acquisition.	1							
548	46	2	3	4	a	5	Recognizes and responds to the general warning signs of communication/language delays and communication/language disorders for children and youth of various ages.	1							
549	46	2	3	4	a	6	Communicates concerns to appropriate parties (e.g., supervisors/parents) and helps with referrals for further evaluation.	1							
550	46	2	3	4	a	7	Adapts language and communication activities/curriculum to support children and youth with diverse needs and abilities based on recommendations of experts.	1							
551	46	2	3	4	a	8	Reflects on the effectiveness of specific activities; revises, expands, or discontinues them.	1							
552	46	2	3	4	a	9	Adapts activities and interactions based on results of assessment.	1							
553	46	2	3	4	a	10	Designs curriculum consistent with current theories of language use and language acquisition.	1							
554	46	2	3	4	a	11	Applies what current theories suggest about how children and youth learn and use language.	1							
555	46	2	3	4	a	12	Plans interactive lessons and experiences that introduce many uses/forms of language expression.	1							
556	46	2	3	4	a	13	Explains theories that guide decisions about language activities, experiences, and curriculum.	1							
557	46	2	3	4	a	14	Informs others, including families, about the importance of adult-child and peer interactions in the language development of children and youth.	1							
558	46	2	3	4	a	15	Uses a variety of methods to educate adults about the importance of listening to/talking with children and youth, and of providing peer opportunities for conversation.	1							

Core Competencies with Indicators

559	46	2	3	4	a	16	Explains how conversational turn-taking, asking open-ended questions, and providing opportunities for group problem-solving, support children's language learning.	1								
560	46	2	3	4	a	17	Exposes children and youth to various symbols of literacy.	1								
561	46	2	3	4	a	18	Uses children's emerging awareness of symbols to construct books, graphs (e.g., creates a book or graph with breakfast cereal labels, in order to illustrate which cereal is most popular with children.)			1	1					
562	46	2	3	4	a	19	Displays a wide range of printed materials, including those from other cultures, such as a newspaper written in Chinese characters, or a story book written in the Cyrillic (Russian) alphabet.	1								
563	46	2	3	4	a	20	Points out letters, numbers, punctuation, while reading and writing with children and youth.			1	1	1				
564	46	2	3	4	a	21	Offers children and youth stencils, rubber stamps, magnetic letters, and numbers.				1	1				
565	46	2	3	4	a	22	Provides opportunities for each child and youth to represent his or her thoughts and feelings in a variety of ways including, but not limited to creative arts and emergent writing.				1	1				
566	46	2	3	4	a	23	Adapts and modifies interactions with youth based on their individual communication skills as determined through assessment.					1				
567	46	2	3	4	a	24	Evaluates the appropriateness and effectiveness of communication experiences for groups and individuals.	1								
568	46	2	3	4	a	25	Develops and teaches strategies for integrating communication development activities and experiences into all curricular areas.	1								
569	47	2	3	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting language and communication development.									
570	47	2	3	5	a	1	Remains current on trends in theory and research.	1								
571	47	2	3	5	a	2	Seeks correlations by comparing current theories/research to earlier educational thinking and experiences.	1								

Core Competencies with Indicators

572	47	2	3	5	a	3	Uses current theories/research to plan language and literacy activities and experiences.	1							
573	47	2	3	5	a	4	Articulates the stages of second language acquisition to others.	1							
574	47	2	3	5	a	5	Explains how theory/research guide language curriculum to interested parties (e.g., including partners, supervisors, and parents).	1							
575	47	2	3	5	a	6	Educates others about ways to integrate communication activities into all curricular areas.	1							
576	47	2	3	5	a	7	Explains how language and communication development affects other areas of development.	1							
577	47	2	3	5	a	8	Collaborates with language specialists to modify and adapt curriculum activities and experiences to meet individual language and literacy development needs.	1							
578	47	2	3	5	a	9	Develops systems to identify children and youth who need individual support and contacts appropriate specialists.	1							1
579	47	2	3	5	a	10	Encourages observations by specialists and welcomes feedback/support from specialists.	1							
580	47	2	3	5	a	11	Implements recommended adaptations; communicates purpose and method of adaptations to others who interact with child/youth.	1							
581	47	2	3	5	a	12	Articulates, analyzes, evaluates, and/or applies current theories and research related to emerging trends in language acquisition, development, and literacy.	1							
582	47	2	3	5	a	13	Collaborates with other agencies to research and share information on communication development.	1							
583	47	2	3	5	a	14	Advocates for policies and practices that promote the communication development of children and youth.	1							
584	48	2	4	1	a	0	Encourages age appropriate emotional expression.								
585	48	2	4	1	a	1	Understands, recognizes and accepts each child's/youth's expression of feelings.	1							
586	48	2	4	1	a	2	Understands that initiative, self-regulation, and attachment are the basis of social and emotional development	1							

Core Competencies with Indicators

587	48	2	4	1	a	3	Understands that social and emotional development is affected by both internal and external factors.	1							
588	48	2	4	1	a	4	Responds calmly to children's/youth's expression of negative emotions (e.g., temper tantrums, yelling, etc.).	1							
589	49	2	4	1	b	0	Models appropriate social interactions.								
590	49	2	4	1	b	1	Engages in everyday conversation with children and youth.	1							
591	49	2	4	1	b	2	Gets on child's/youth's level when encouraging conversation	1							
592	49	2	4	1	b	3	Asks children and youth questions throughout the day about topics of interest, including family, pets, activities.			1	1	1			
593	49	2	4	1	b	4	Discusses and narrates daily activities and events.	1							
594	49	2	4	1	b	5	Models and shows respect to others.	1							
595	49	2	4	1	b	6	Treats children and youth like you would like to be treated (e.g., with kindness and patience).	1							
596	50	2	4	1	c	0	Recognizes that change, separation, stress, and transition affect social and emotional development and behavior.								
597	50	2	4	1	c	1	Recognizes and supports the importance of developing nurturing and consistent relationships with children and youth.	1							
598	50	2	4	1	c	2	Recognizes that children and youth may behave differently when life circumstances change (e.g., a child whose parents are divorcing may become withdrawn, angry, or may regress to an earlier stage of behavior).	1							
599	50	2	4	1	c	3	Ensures that parents and adults working with the child/youth are aware of observed changes in behavior.	1							
600	50	2	4	1	c	4	Recognizes that consistent routines and developmentally appropriate practices promote the well-being and social and emotional development of children and youth.	1							
601	51	2	4	1	d	0	Appreciates how children and youth develop a sense of self.								
602	51	2	4	1	d	1	Treats children and youth as individuals with their own strengths and needs.	1							
603	51	2	4	1	d	2	Plans opportunities for experiences that address the developing skills, interests, and needs of children and youth.	1							
604	51	2	4	1	d	3	Helps children and youth recognize and share one another's skills and abilities.				1	1			

Core Competencies with Indicators

605	51	2	4	1	d	4	Adapts experiences/routines to accommodate diverse needs, skills, and abilities.	1							
606	51	2	4	1	d	5	Uses adaptations suggested by specialists and families to help a child/youth with diverse needs and abilities participate fully.	1							
607	51	2	4	1	d	6	Recognizes and accepts individual differences.	1							
608	51	2	4	1	d	7	Provides children with opportunities to share the events and experiences of their lives.	1							
609	52	2	4	2	a	0	Provides a safe learning environment where children and youth can explore and develop socially and emotionally.								
610	52	2	4	2	a	1	Provides an environment where a child/youth feels secure to interact and/or share his or her experiences with others.	1							
611	52	2	4	2	a	2	Displays personal photos or work samples from every child/youth at his or her level.	1							
612	52	2	4	2	a	3	Plans activities that require the cooperation of two or more children/youth.				1	1			
613	52	2	4	2	a	4	Provides materials that suggest the need for pairs or groups of children/youth, such as board games and/or large floor puzzles.				1	1			
614	52	2	4	2	a	5	Encourages children and youth to choose activities, timing, and playmates to facilitate their social and emotional development.			1	1	1			
615	52	2	4	2	a	6	Provides a variety of materials and activities for children and youth to choose from during free choice.	1							
616	52	2	4	2	a	7	Provides at least one extended free choice time during the day so that children/youth may explore several activities during the session.	1							
617	52	2	4	2	a	8	Implements appropriate and consistent rules, expectations, and consequences.	1							
618	52	2	4	2	a	9	Provides ample opportunities for parallel play for toddlers.			1					
619	53	2	4	2	b	0	Helps children and youth communicate and get along with others in a safe and inclusive environment.								
620	53	2	4	2	b	1	Respects children and youth as individuals, with individual interests and preferences.	1							
621	53	2	4	2	b	2	Allows children and youth to select playmates at will; refrains from assigning seating/partners.				1	1			

Core Competencies with Indicators

622	53	2	4	2	b	3	Encourages children and youth to include all peers in activities/play and models appropriate play skills.				1	1		
623	53	2	4	2	b	4	Encourages children's and youth's own efforts at cooperative play.				1	1		
624	53	2	4	2	b	5	Supports individual children's/youth's communication with others, based on observed strengths and differences (e.g., a child with a strong personality may need help listening to others' ideas, while a shy child may need assistance getting the attention of classmates).	1						
625	53	2	4	2	b	6	plays with individuals and groups, modeling appropriate words and ways to communicate with others (e.g., "I know you want to use that now, but he had it first. Tell him that you want a turn when he's done.").	1						
626	53	2	4	2	b	7	Provides opportunities to help make children and youth feel valued as members of the group.	1						
627	53	2	4	2	b	8	Provides specific acknowledgements of individual accomplishments, both privately and publicly (e.g., "You worked hard to figure out how many cookies we needed. Let's make sure everybody knows how you did that.").	1						
628	53	2	4	2	b	9	Acknowledges and responds to communication, comments, and/or suggestions made by children and youth.	1						
629	53	2	4	2	b	10	Encourages children and youth to acknowledge others accomplishments, comments, and suggestions.				1	1		
630	53	2	4	2	b	11	Refrains from evaluative remarks, such as "Good girl" or "Bad girl."	1						
631	53	2	4	2	b	12	Provides opportunities that emphasize cooperation/cooperative play.	1						
632	53	2	4	2	b	13	Introduces games that encourage turn-taking, cooperation, and/or teamwork.			1	1	1		
633	53	2	4	2	b	14	Participates in game playing to help children and youth understand turn-taking, the sequence of play, and how to resolve disputes.				1	1		

Core Competencies with Indicators

634	53	2	4	2	b	15	Sees all children and youth as champions; refrains from holding contests, awarding prizes, announcing "winners" in any activity.	1							
635	53	2	4	2	b	16	Recognizes that conflict is inevitable in cooperative play; plans ahead to help children and youth resolve disputes.				1	1			
636	54	2	4	2	c	0	Adapts activities and interactions to support social and emotional development.								
637	54	2	4	2	c	1	Observes and gets to know children and youth to determine appropriate activities, experiences, and interactions to support social and emotional development.	1							
638	54	2	4	2	c	2	Adapts activities to meet the social and emotional development of children and youth.	1							
639	54	2	4	2	c	3	Encourages children and youth to participate in activities and experiences that support social emotional development.				1	1			
640	54	2	4	2	c	4	Encourages children and youth with diverse needs and abilities to fully participate in a variety of activities appropriate to their developmental level, needs, and interests.	1							
641	54	2	4	2	c	5	Provides supports to children and youth with social and emotional needs so that they may fully engage in the activity or experience.	1							
642	54	2	4	2	c	6	Carries out social and emotional activities and modifications identified in Individual Education Plans (IEPs) or Individual Family Service Plans (IFSPs).	1							
643	54	2	4	2	c	7	Seeks suggestions from therapists and parents about specific social and emotional adaptations that will assist a child/youth in participating.	1							
644	54	2	4	2	c	8	Adapts toys, materials, groupings so that children and youth can engage in activities successfully.	1							
645	54	2	4	2	c	9	Modifies social and emotional activities to the child's/youth's participation level.	1							
646	55	2	4	2	d	0	Guides children and youth in expressing their feelings and asserting themselves in socially acceptable ways.								
647	55	2	4	2	d	1	Models positive ways to express feelings.	1							

Core Competencies with Indicators

648	55	2	4	2	d	2	Uses role play to provide children and youth with opportunities for expressing themselves.			1	1	1		
649	55	2	4	2	d	3	Models appropriate ways to assert one's rights.	1						
650	55	2	4	2	d	4	Provides learning opportunities that emphasize personal responsibility and self-regulation.	1						
651	55	2	4	2	d	5	Models healthy and appropriate recognition and expression of feelings.	1						
652	55	2	4	2	d	6	Helps children and youth to learn to identify and describe their feelings.	1						
653	55	2	4	2	d	7	Talks about own emotions (e.g., "I'm really disappointed that we can't go outside because of the thunderstorm.>").	1						
654	55	2	4	2	d	8	Acknowledges when children and youth are upset by talking about their feelings (e.g., "You seem to be angry. Can you tell me what made you mad?")	1						
655	55	2	4	2	d	9	Plans activities and experiences that focus attention on emotions, such as discussing stories, acting out plays, holding group meetings to solve problems.				1	1		
656	55	2	4	2	d	10	Points out peers' emotions (e.g., "Doesn't she look happy holding her new baby sister?")	1						
657	55	2	4	2	d	11	Provides a variety of media and constructive methods for expressing feelings.				1	1		
658	55	2	4	2	d	12	Encourages children and youth to appropriately express a wide range of emotions.	1						
659	55	2	4	2	d	13	Helps children and youth through periods of stress, separation, and transition.	1						
660	55	2	4	2	d	14	Prepares each child and youth for changes in daily routine and life situations.	1						
661	55	2	4	2	d	15	Adapts experiences/routine to accommodate an individual child's/youth's needs.	1						
662	55	2	4	2	d	16	Helps children and youth identify positively with the events and experiences of their lives.	1						
663	55	2	4	2	d	17	Responds positively to observed changes, events, and experiences in the lives of children and youth.	1						

Core Competencies with Indicators

664	55	2	4	2	d	18	Provides opportunities for children and youth to describe personal experiences.				1	1		
665	55	2	4	2	d	19	Demonstrates interest in the life experiences of children and youth.	1						
666	55	2	4	2	d	20	Makes books or displays that encourage children and youth to share personal experiences.				1	1		
667	55	2	4	2	d	21	Encourages feelings of empathy and mutual respect among children, youth, and adults, including respecting the rights and possessions of others.	1						
668	55	2	4	2	d	22	Listens respectfully to the complaints, conversations, etc. of children and youth.			1	1	1		1
669	55	2	4	2	d	23	Genuinely take children's/youth's feelings seriously, rather than dismissing them with comments like "You're alright," or "That didn't hurt."	1						
670	55	2	4	2	d	24	Refrains from making negative comments about a child's/youth's emotions (e.g., "There's no reason for you to fuss like that.").	1						
671	55	2	4	2	d	25	Encourages peers to help one another.	1						
672	55	2	4	2	d	26	Helps children and youth make rules about personal rights and discusses consequences for violating other's rights.				1	1		1
673	55	2	4	2	d	27	Facilitates discussion about the impact of one child's/youth's actions on another.				1	1		1
674	55	2	4	2	d	28	Helps children and youth to make rules about use of personal items and discusses consequences for misuse of personal items.				1	1		
675	55	2	4	2	d	29	Facilitates child and youth participation in making choices, problem-solving, and conflict resolution.			1	1	1		1
676	55	2	4	2	d	30	Recognizes that children and youth may need support to solve problems appropriately; and facilitates, when needed, so that children can resume play.	1						
677	55	2	4	2	d	31	Models the methods/outcome of effective conflict resolution.			1	1	1		1

Core Competencies with Indicators

678	55	2	4	2	d	32	Encourages independent problem solving whenever possible, recognizing that the solutions developed by children and youth are often more acceptable to their peers than adults' solutions would be.			1	1	1		
679	55	2	4	2	d	33	Provides opportunities/materials for children and youth to practice problem solving and conflict resolution.			1	1	1		1
680	55	2	4	2	d	34	Intervenes when necessary to help children and youth develop socially.	1						
681	55	2	4	2	d	35	Observes and evaluates the play patterns of each individual child/youth in order to plan appropriate/necessary social lessons.	1						
682	55	2	4	2	d	36	Creates opportunities for children and youth to learn how to request items, wait their turns, and accept refusals.	1						
683	55	2	4	2	d	37	Seeks causes and solutions if a peer is routinely excluded by the group.			1	1	1		
684	55	2	4	2	d	38	Encourages youth to perceive events and experiences in their lives as opportunities for growth.					1		
685	55	2	4	2	d	39	Emphasizes cooperation in games, activities, and other areas of play.			1	1	1		
686	55	2	4	2	d	40	Models awareness of and sensitivity to different cultural values and expectations.	1						
687	55	2	4	2	d	41	Encourages children and youth to exhibit empathy and respect for the rights and possessions of others.			1	1	1		
688	56	2	4	3	a	0	Incorporates activities promoting social and emotional development across curricular areas.							
689	56	2	4	3	a	1	Plans opportunities incorporating multiple types of play (e.g., socio-dramatic, functional, or constructive play).	1						
690	56	2	4	3	a	2	Provides space and items that encourage integration of activities and opportunities.	1						
691	56	2	4	3	a	3	Suggests activities that support integrated play, such as suggesting that children make props for a play they are acting out, or signs for their block buildings.				1	1		

Core Competencies with Indicators

692	56	2	4	3	a	4	Provides activities that require children to meet a goal or complete a task together (e.g., painting a refrigerator carton to look like a space ship).				1	1		
693	56	2	4	3	a	5	Notes/makes use of “teachable moments” related to social interaction.	1						
694	56	2	4	3	a	6	Builds on the earlier experiences/knowledge of children and youth.	1						
695	57	2	4	3	b	0	Supports children and youth in developing a sense of self.							
696	57	2	4	3	b	1	Recognizes ethnic and social groups present in the community.	1						
697	57	2	4	3	b	2	Researches the cultural practices/beliefs of local ethnic and social groups.	1						
698	57	2	4	3	b	3	Treats children, youth, and family members with equal respect, regardless of ethnic/social backgrounds.	1						
699	57	2	4	3	b	4	Asks parents or guardians about specific cultural or ethnic values and expectations.	1						
700	57	2	4	3	b	5	Provides opportunities for children and youth to discuss family and culture, such as sharing food, preparing family trees, displaying family photos, creating class books about family traditions.	1						
701	57	2	4	3	b	6	Seeks assistance from others (e.g., peers, supervisors/administrators, coaches, mentors, instructors, and consultants) regarding unfamiliar cultures or backgrounds.	1						
702	57	2	4	3	b	7	Intervenes appropriately to help the social development of youth.					1		
703	57	2	4	3	b	8	Guides youth in expressing their feelings and asserting themselves in positive ways.					1		
704	57	2	4	3	b	9	Helps youth navigate a variety of social settings.					1		1
705	57	2	4	3	b	10	Assists children and youth in assuming responsibility for their own actions and the consequences of their choices and actions.			1	1	1		
706	57	2	4	3	b	11	Observes children and youth to determine what social or relationship skills need to be supported.	1						

Core Competencies with Indicators

707	57	2	4	3	b	12	Plans lessons and experiences around activities that support social skills and relationships; incorporates each child's/youth's needs and developmental level into the planning process.	1							
708	57	2	4	3	b	13	Works to create a community feeling and includes children and youth who may be isolated.					1			1
709	57	2	4	3	b	14	Orients new children/youth or welcomes those who have been absent back into the group.	1							
710	57	2	4	3	b	15	Encourages children and youth to create a sense of community by adopting rituals (e.g., transition method), selecting a mascot, or choosing a group name.			1	1	1			1
711	57	2	4	3	b	16	Creates displays that illustrate elements of a community, such as photos of children and youth interacting, class books, transcripts of children's dialog and social interactions.	1							
712	57	2	4	3	b	17	Observes and plans around social patterns of children and youth in the group.	1							
713	57	2	4	3	b	18	Encourages children and youth to think about and discuss the program community through group projects, group meetings, dictation, role playing.				1	1			1
714	57	2	4	3	b	19	Helps children and youth to develop strategies to include peers who have limited social skills.				1	1			
715	57	2	4	3	b	20	Helps children and youth to develop strategies to cope with and diminish teasing, bullying, or isolating behaviors.				1	1			
716	57	2	4	3	b	21	Develops and implements strategies that encourage the social development of children and youth in various roles such as leadership.				1	1			
717	57	2	4	3	b	22	Assigns/rotates tasks, such as setting table for meals, gathering materials and supplies, carrying messages, leading group outdoors.				1	1			
718	57	2	4	3	b	23	Shares decision making with children and youth.				1	1			1
719	57	2	4	3	b	24	Offers opportunities that support collaboration between children/youth and/or adults					1			1

Core Competencies with Indicators

720	57	2	4	3	b	25	Develops and implements strategies that encourage the social development of youth through various leadership and citizenship roles.					1		1
721	57	2	4	3	b	26	Facilitates youth participation in problem solving and conflict resolution.					1		1
722	57	2	4	3	b	27	Guides children through problem solving and conflict resolution interactions.		1	1	1			1
723	58	2	4	4	a	0	Evaluates the appropriateness and effectiveness of activities and interactions relating to social and emotional development.							
724	58	2	4	4	a	1	Provides a meaningful curriculum emphasizing social skills, relationships, and friendships.	1						
725	58	2	4	4	a	2	Facilitates youth involvement in curriculum design, implementation, and evaluation.					1		1
726	58	2	4	4	a	3	Communicates to others the process for developing and revising curriculum that promotes social development.	1						
727	58	2	4	4	a	4	Uses current theories/research to plan social development activities.	1						
728	58	2	4	4	a	5	Observes effectiveness of environment/activities and makes modifications to improve individual/community outcomes.	1						
729	58	2	4	4	a	6	Explains rationale and procedures used to ensure that social skills of children and youth improve over time.	1						
730	59	2	4	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting social and emotional development.							
731	59	2	4	5	a	1	Remains current with trends in theory and research.	1						
732	59	2	4	5	a	2	Seeks correlations by comparing current theories/research to earlier educational thinking and experiences.	1						
733	59	2	4	5	a	3	Uses current theories/research to plan activities related to social development.	1						
734	59	2	4	5	a	4	Explains how theory/research guide curriculum to interested parties, including partners, supervisors, family members.	1						
735	59	2	4	5	a	5	Educates others about ways to integrate social and emotional activities into all curricular areas.	1						

Core Competencies with Indicators

736	59	2	4	5	a	6	Develops and teaches strategies for integrating social development activities into all curricular areas.	1						
737	59	2	4	5	a	7	Explains how social and emotional development affects other areas of children's development.	1						
738	59	2	4	5	a	8	Collaborates with other agencies to research and communicate information on social development of youth.					1		1
739	59	2	4	5	a	9	Evaluates the quality and effectiveness of curriculum, activities, and opportunities that support the social development of youth.					1		1
740	59	2	4	5	a	10	Advocates for policies and practices that promote the social development of children and youth.	1						
741	60	2	5	1	a	0	Recognizes and supports individual expression.							
742	60	2	5	1	a	1	Understands the value of creating the work (process) is just as important, if not more important, than the final product.	1						
743	60	2	5	1	a	2	Recognizes that the real product of a creative activity is new learning, not the image on a piece of paper.	1						
744	60	2	5	1	a	3	Avoids planning art or craft activities that result in a final product in which all of the artwork looks identical to the work of others (e.g., 20 turkeys created by 20 different children and yet they all look almost the same).			1	1	1		
745	61	2	5	1	b	0	Encourages children and youth to try new activities.							
746	61	2	5	1	b	1	Recognizes that children and youth learn by doing.	1						
747	61	2	5	1	b	2	Provides variety by rotating materials while keeping the favorite materials freely accessible.	1						
748	61	2	5	1	b	3	Provides a variety of open ended materials that can be used in diverse ways (e.g., collage materials, musical instruments, blocks).	1						
749	61	2	5	1	b	4	Provides variety in the curriculum by providing new and different activities and experiences on a daily basis.	1						
750	62	2	5	1	c	0	Provides equipment and materials that can be used in a variety of ways to encourage imagination and creativity.							
751	62	2	5	1	c	1	Provides open-ended opportunities in the environment with a variety of materials that encourage creative expression.	1						

Core Competencies with Indicators

752	62	2	5	1	c	2	Focuses attention on the processes of children and youth by asking open-end and extending questions.	1							
753	62	2	5	1	c	3	Shows respect for the creative work of each child and youth (e.g., It's OK to have a purple tree.).	1							
754	62	2	5	1	c	4	Encourages each child and youth to express individuality through the creative process and unique individual expression.	1							
755	62	2	5	1	c	5	Expresses positive interest in the work of each child and youth and avoids comparisons to the work of others.	1							
756	62	2	5	1	c	6	Provides adequate time for children and youth to explore or express themselves creatively (e.g., avoids starting an activity and then ending it a few minutes later because it's too messy, has enough easels for more than one child to paint, avoids timing children through centers - 10 minutes in each area and then rotate).	1							
757	62	2	5	1	c	7	Encourages children and youth to try a variety of ways to use materials.	1							
758	62	2	5	1	c	8	Supports the creative expression of children and youth.	1							
759	62	2	5	1	c	9	Encourages children and youth to display their original work in various ways and places.			1	1	1			
760	62	2	5	1	c	10	Allows time for spontaneous or unplanned activities.	1							
761	62	2	5	1	c	11	Recognizes and supports cultural differences that may affect the ways in which children and youth express individual creativity.	1							
762	62	2	5	1	c	12	Models acceptance of differences among children and youth.	1							
763	62	2	5	1	c	13	Plans lessons and experiences that expose children to a variety of cultural creative practices.	1							
764	62	2	5	1	c	14	Encourages children and youth to express ideas even when different from peers.			1	1	1			
765	62	2	5	1	c	15	Refrains from channeling the creative expressions of children and youth only in directions that are familiar/comfortable for the adult.	1							
766	63	2	5	2	a	0	Provides a learning environment where children and youth can explore and develop creative skills.								
767	63	2	5	2	a	1	Provides materials for unstructured, self-directed activities.	1							

Core Competencies with Indicators

768	63	2	5	2	a	2	Recognizes that open-ended materials permit children and youth to engage in richer, more varied play than is possible with items designed for a specific use.	1								
769	63	2	5	2	a	3	Seeks out unstructured materials (e.g., wallpaper books, carpet/paint samples, recyclable materials).	1								
770	63	2	5	2	a	4	Provides organized storage space for, and access to, a wide variety of open-ended materials.	1								
771	63	2	5	2	a	5	Provides an environment for creativity through the arts: music, creative movement, dance, drama, and visual arts.	1								
772	63	2	5	2	a	6	Seeks information about creative activities and exposes children and youth to creative activities even if unfamiliar to the adult.	1								
773	63	2	5	2	a	7	Offers opportunities to engage in many types of creative play every day.	1								
774	63	2	5	2	a	8	Helps children and youth begin exploring creative activities/materials; models work at their level of development (e.g., parallel play engaged in the same activity or use of materials).	1								
775	63	2	5	2	a	9	Offers long periods of time for children and youth to explore several creative activities during free choice time.	1								
776	63	2	5	2	a	10	Provides adequate time for each child and youth to explore and develop their creative skills.	1								
777	63	2	5	2	a	11	Recognizes that some children/youth may need support, extended time, or the opportunity to observe others before engaging in creative play.	1								
778	63	2	5	2	a	12	Introduces children and youth to many forms of creative expression, including music, movement, dramatic play, three-dimensional building, painting.			1	1	1				
779	63	2	5	2	a	13	Encourages children and youth to combine open-ended items, use them in new ways, and experiment with them in every area of the environment.			1	1	1				
780	63	2	5	2	a	14	Asks children and youth questions that help them think creatively (e.g., “What do you think we could do with these?”).	1								

Core Competencies with Indicators

781	63	2	5	2	a	15	Includes children and youth in planning and preparing for creative activities and provides materials/opportunities that they request.			1	1	1		1
782	63	2	5	2	a	16	Responds enthusiastically to the ideas/results of children and youth.	1						
783	63	2	5	2	a	17	Showcases the creative activities of children and youth (e.g., uses their drawings to illustrate a newsletter; posts photos of their block buildings; invites parents/other groups to see plays they've written.)			1	1	1		
784	63	2	5	2	a	18	Emphasizes the process of creating works of art, as well as the end product.			1	1	1		
785	63	2	5	2	a	19	Plans activities that are temporary, such as painting with water or chalk on a sidewalk.			1	1	1		
786	63	2	5	2	a	20	Plans activities in which the end product is unpredictable.			1	1	1		
787	63	2	5	2	a	21	Gives open-ended directions (e.g., "Move any way this music makes you feel.").			1	1	1		
788	63	2	5	2	a	22	Refrains from offering predetermined craft projects, such as paper bag turkeys or paper plate snowmen.			1	1	1		
789	63	2	5	2	a	23	Allows time for spontaneous and extended play.	1						
790	63	2	5	2	a	24	Provides an environment and a daily routine that permit children and youth to play in open and creative ways.	1						
791	63	2	5	2	a	25	Provides an environment and a daily routine that permit children and youth to leave work (e.g., artwork, block structures) in place for hours/days.			1	1	1		1
792	63	2	5	2	a	26	Plans future activities around observations of children's/youth's extended play, ideas, and needs.	1						
793	63	2	5	2	a	27	Provides opportunities that encourage children and youth to play with sound, rhythm, movement, language, materials, space, and ideas in individual ways.	1						
794	63	2	5	2	a	28	Exposes children and youth to more than one version of a song or story; encourages children to create original verses or endings.			1	1	1		

Core Competencies with Indicators

795	63	2	5	2	a	29	Equips the environment with materials related to sound, rhythm, language, and movement.	1							
796	63	2	5	2	a	30	Offers adequate time and a variety of opportunities for exploration, both planned and spontaneous.	1							
797	63	2	5	2	a	31	Utilizes thought provoking questions to encourage children's/youth's reflection on their experiences.				1	1			
798	63	2	5	2	a	32	Models and encourages creativity through the arts (language, music, dramatic play, and art).	1							
799	63	2	5	2	a	33	Develops and implements curriculum and activities to promote creative expression.	1							
800	63	2	5	2	a	34	Recognizes the community as a resource for creative experiences.	1							
801	63	2	5	2	a	35	Carefully plans art experiences with infants due to safety and supervision concerns.		1						
802	64	2	5	2	b	0	Adapts creative activities and interactions to support diverse needs and abilities.								
803	64	2	5	2	b	1	Observes and gets to know children and youth to determine appropriate activities, experiences, and interactions to support creative development.	1							
804	64	2	5	2	b	2	Adapts curriculum, activities, and experiences to promote the creative expression of all children and youth.	1							
805	64	2	5	2	b	3	Encourages children and youth to participate in activities and experiences that support creative development.				1	1			
806	64	2	5	2	b	4	Encourages children and youth with diverse needs and abilities to fully participate in a variety of creative activities appropriate to their developmental level, needs, and interests.	1							
807	64	2	5	2	b	5	Provides supports to children and youth with specific needs (e.g., afraid to get messy, sensory issues) so that they may learn to feel more comfortable with the activity or experience.	1							
808	64	2	5	2	b	6	Carries out activities and modifications identified in Individual Education Plans (IEPs) or Individual Family Service Plans (IFSPs).	1							

Core Competencies with Indicators

809	64	2	5	2	b	7	Seeks suggestions from therapists and parents about specific adaptations that will assist a child/youth in participating.	1							
810	64	2	5	2	b	8	Adapts toys, materials, groupings, etc. so that children and youth can engage in activities successfully.	1							
811	64	2	5	2	b	9	Modifies creative activities to the child's/youth's participation level.	1							
812	64	2	5	2	b	10	Educates families about the importance of individual creative expression.	1							
813	64	2	5	2	b	11	Identifies the developmental stages of the creative domain.	1							
814	65	2	5	3	a	0	Incorporates activities promoting creative development across curricular areas.								
815	65	2	5	3	a	1	Observes the environment and the interests of children and youth to ensure that each child and youth has access to creative expression activities and experiences.	1							
816	65	2	5	3	a	2	Encourages children and youth to identify creative materials/activities that interest them.			1	1	1			
817	65	2	5	3	a	3	Provides appropriate accommodations so that all children and youth can explore creative materials safely and successfully (e.g., understands that art activities are often not safe or appropriate for infants).	1							
818	65	2	5	3	a	4	Uses technology to support creative expression.				1	1			
819	65	2	5	3	a	5	Types/publishes the dictated stories, recipes, reflections, and conversations of children and youth.				1	1			
820	65	2	5	3	a	6	Photographs creative activities, such as block building, woodworking, painting murals, pretend play, dance/movement.			1	1	1			
821	65	2	5	3	a	7	Records the songs, plays, and stories of children and youth and plays back for them to hear.	1							
822	65	2	5	3	a	8	Evaluates software and effective use of computers.				1	1			1
823	65	2	5	3	a	9	Introduces computer software related to designing, drawing, painting, and composing music.				1	1			
824	65	2	5	3	a	10	Incorporates creative opportunities into every area of the curriculum to help develop the whole child.	1							

Core Competencies with Indicators

825	65	2	5	3	a	11	Consults with children and youth about observations and questions (e.g., "I notice that no one is using the Block Area. I wonder why that is?").				1	1		
826	65	2	5	3	a	12	Documents and exhibits the creative works of each child and youth (e.g., displaying, publishing, creating portfolios).			1	1	1		
827	65	2	5	3	a	13	Recognizes that children and youth benefit from being included in the documentation/exhibition process.			1	1	1		
828	65	2	5	3	a	14	Prepares displays of the work of children and youth with "attention to detail" (e.g., uses a paper cutter to trim edges of paper cleanly, chooses frames/matting to complement the colors in a painting or drawing).	1						
829	65	2	5	3	a	15	Includes children and youth in preparation of displays.				1	1		
830	65	2	5	3	a	16	Displays the work of all children and youth, regardless of skill level.			1	1	1		
831	65	2	5	3	a	17	Prepares written documentation to explain the work (e.g., explains how a child developed the idea for a story they wrote.)			1	1	1		
832	65	2	5	3	a	18	Recognizes creative expression is necessary to the development of the individual.	1						
833	65	2	5	3	a	19	Observes and documents each child's/youth's creative expression skills, needs, areas of interest.	1						
834	65	2	5	3	a	20	Displays lists or graphics of the different stages of creative expression.	1						
835	65	2	5	3	a	21	Gathers samples of creative expressions and experiences that represent their stages of development.	1						
836	65	2	5	3	a	22	Ensures each child/youth has access to varied opportunities that allow for individual creative expression throughout the day.	1						
837	65	2	5	3	a	23	Plans for regular creative/aesthetic experiences.	1						
838	65	2	5	3	a	24	Encourages children and youth to express the same idea/feeling in several media.				1	1		
839	65	2	5	3	a	25	Exposes children and youth to the work of professional artists, musicians, and actors through recordings, book illustrations, art reproductions.	1						

Core Competencies with Indicators

840	65	2	5	3	a	26	Ensures each child/youth develops an appreciation for creative and aesthetic experiences in their community.	1							
841	65	2	5	3	a	27	Identifies new ideas and approaches to creativity through contacts with co-workers, museums, symphonies, storytellers, theatre guilds, websites.	1							
842	65	2	5	3	a	28	Invites artists, musicians, actors, dancers, storytellers, architects, to visit.	1							
843	65	2	5	3	a	29	Utilizes the community as a resource for creative experiences including cultural organizations, such as museums, symphonies, theatres.				1	1		1	
844	65	2	5	3	a	30	Gathers and shares children's/youth's reflections with the creative community.				1	1		1	
845	65	2	5	3	a	31	Involves youth in the development and implementation of creative and aesthetic activities.					1		1	
846	65	2	5	3	a	32	Encourages and integrates creative expression throughout the curriculum.	1							
847	66	2	5	4	a	0	Evaluates the appropriateness and effectiveness of creative activities.								
848	66	2	5	4	a	1	Supports the creative development of each child and youth by adapting time, space, and materials to meet the individual needs and interests.	1							
849	66	2	5	4	a	2	Values and articulates creative expression as necessary to the development of the whole child.	1							
850	66	2	5	4	a	3	Understands and explains how creative activities and exploration support/illuminate other areas of the curriculum.	1							
851	66	2	5	4	a	4	Monitors and modifies curriculum, environment, activities and experiences to promote the creative expression of all children.	1							
852	66	2	5	4	a	5	Adapts materials/environment so that children and youth with diverse needs and abilities can fully participate (e.g., building up a paintbrush handle to allow for a larger grip, providing hand-over-hand support for children as they create collages.)	1							

Core Competencies with Indicators

853	66	2	5	4	a	6	Identifies the interests and needs of children and youth and seeks ways to incorporate these into lesson plans and daily experiences.	1							
854	66	2	5	4	a	7	Uses a variety of teaching strategies to encourage all children and youth to participate in creative activities.	1							
855	66	2	5	4	a	8	Inquires about and observes interest level of the children and youth regularly; revises activities and environment to ensure that children/youth are engaged.	1							
856	66	2	5	4	a	9	Articulates/advocates for the importance of children and youth representing their thoughts, feelings, and ideas through creative outlets.	1							
857	66	2	5	4	a	10	Collects anecdotal information, photographs/records activities, and saves work samples/dictation.	1							
858	66	2	5	4	a	11	Uses individual work samples to describe a child's/youth's unique characteristics, ideas, and style.	1							
859	66	2	5	4	a	12	Compares earlier samples of work to current efforts; knows how child/youth is progressing in relationship to stages of development.	1							
860	66	2	5	4	a	13	Uses individual work samples to describe how a child/youth progresses over time.	1							
861	66	2	5	4	a	14	Uses documentation, including children's/youth's own explanations, to interpret the meaning of creative efforts.	1							
862	66	2	5	4	a	15	Shares information about the efforts/progress of children and youth with authorized individuals using collected documentation.	1							
863	66	2	5	4	a	16	Observes how time, space, and materials support or hinder the creative efforts of each child and youth.	1							
864	66	2	5	4	a	17	Encourages children and youth to ask for materials/activities that would improve the creative experience.	1							
865	67	2	5	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting creative development.								
866	67	2	5	5	a	1	Articulates how creative development affects other areas of development.	1							

Core Competencies with Indicators

867	67	2	5	5	a	2	Understands and explains to team members, supervisors, family members, how research combines with experiences to guide educational practice.	1							
868	67	2	5	5	a	3	Communicates the theoretical concepts underlying the ways children and youth use the creative arts to express themselves.	1							
869	67	2	5	5	a	4	Identifies what different theorists/researchers believed about the creative abilities of children and youth.	1							
870	67	2	5	5	a	5	Applies the theory that best matches children's/youth's interests, needs, and development.	1							
871	67	2	5	5	a	6	Exposes children and youth to creative arts in the effort to develop their appreciation for creative and aesthetic experiences in the community.	1							
872	67	2	5	5	a	7	Introduces children and youth to the creative arts and helps them develop an appreciation for creative and aesthetic experiences in their community.	1							
873	67	2	5	5	a	8	Seeks opportunities to take children and youth to creative events, or to bring artists/performers into the program.	1							
874	67	2	5	5	a	9	Encourages children and youth to reflect on experiences with professionals by talking, drawing, dictating, journaling their reactions.			1	1	1			
875	67	2	5	5	a	10	Provides materials and opportunities that allow children and youth to recreate experiences in their play.			1	1	1			
876	67	2	5	5	a	11	Identifies the diversity of art forms practiced in the community and uses specialists in artistic disciplines to incorporate a variety art forms into the program.	1							
877	67	2	5	5	a	12	Collaborates with other agencies to research and communicate information on creative development.	1							
878	67	2	5	5	a	13	Teaches the importance of integrating creative activities into all curricular areas.	1							
879	67	2	5	5	a	14	Helps families to identify appropriate creative outlets for their children and youth.	1							

Core Competencies with Indicators

880	67	2	5	5	a	15	Demonstrates leadership in establishing partnerships with community organizations that stimulate creative and aesthetic experiences.	1							
881	67	2	5	5	a	16	Encourages volunteers to engage with/perform for children/youth regularly.	1							
882	67	2	5	5	a	17	Shares knowledge of community resources with others to encourage additional creative and aesthetic experiences.	1							
883	68	2	6	1	a	0	Extends learning through questions and conversations.								
884	68	2	6	1	a	1	Understands the relationship between the use of language and brain development during the first few years of life.		1	1					
885	68	2	6	1	a	2	Responds positively, verbally and nonverbally to children's nonverbal communication.	1							
886	68	2	6	1	a	3	Creates positive environment and encourages children and youth to talk about experiences, activities, and feelings.	1							
887	68	2	6	1	a	4	Recognizes that yes/no questions do not promote conversation or reflection.	1							
888	68	2	6	1	a	5	Encourages children and youth to expand upon their actions and ideas by asking thought-provoking questions.			1	1	1			
889	68	2	6	1	a	6	Responds to their answers to stimulate further conversation.			1	1	1			
890	68	2	6	1	a	7	Encourages children and youth to ask questions for understanding.			1	1	1			
891	68	2	6	1	a	8	Uses the questions of children and youth to offer insight into their thoughts, feelings, interests, and concerns.			1	1	1			
892	69	2	6	1	b	0	Models listening and is responsive to encourage learning.								
893	69	2	6	1	b	1	Positions self near children and youth and uses active listening techniques (e.g., eye contact, repeating key ideas, checking understanding).	1							
894	69	2	6	1	b	2	Makes sure verbal and nonverbal responses are the same (e.g., words and body language match).	1							
895	69	2	6	1	b	3	Responds positively and timely to children's cries and attempts to communicate.		1	1					
896	69	2	6	1	b	4	Interacts appropriately with youth during learning experiences.						1		

Core Competencies with Indicators

897	70	2	6	2	a	0	Provides a learning environment where children and youth can explore and develop cognitive skills.								
898	70	2	6	2	a	1	Uses a variety of cognitive activities, including formal, informal, staff-directed, children and youth-directed, and instructional.	1							
899	70	2	6	2	a	2	Provides a variety of activities, experiences and materials that encourage curiosity, exploration, and problem solving through play.	1							
900	70	2	6	2	a	3	Models problem solving skills throughout the day.	1							
901	70	2	6	2	a	4	Allows children and youth to explore, guess, and predict, before providing information about the object/experience.			1	1	1			
902	70	2	6	2	a	5	Invites children to share their solutions, discoveries, and inventions.			1	1	1			
903	70	2	6	2	a	6	Maintains adult's role as facilitator or partner in play.	1							
904	70	2	6	2	a	7	Knows when to join play, how to join without intruding, and when to let the them play on their own.	1							
905	70	2	6	2	a	8	Monitors children and youth continuously, joining groups or individuals who could benefit most from adult support at any given time, without interrupting continuous play.	1							
906	70	2	6	2	a	9	Provides open-ended materials and/or asks open-ended questions to expand play/extend learning.	1							
907	70	2	6	2	a	10	Follows the lead of children and youth in play.	1							
908	70	2	6	2	a	11	Encourages unstructured free play to promote cognitive development.	1							
909	70	2	6	2	a	12	Recognizes that well designed play is one of the primary learning methods for children and youth.	1							
910	70	2	6	2	a	13	Provides materials, equipment, and experiences that promote thinking and learning in all areas of the environment.	1							
911	70	2	6	2	a	14	Observes, talks or interacts with each child and youth to determine his or her level of understanding.	1							
912	70	2	6	2	a	15	Introduces related words or concepts to expand the thinking of children and youth.	1							

Core Competencies with Indicators

913	70	2	6	2	a	16	Reminds children and youth of previous experiences, in order to promote reflection and build connections to earlier knowledge.	1							
914	70	2	6	2	a	17	Leads math, science, nature exploration, and technology in response to the emerging interests of children and youth.	1							
915	70	2	6	2	a	18	Provides materials that encourage children and youth to investigate, explore, and expand play related to math, science, and nature (e.g., sorting boxes, natural items) and adds/rotates materials to reflect emerging interests and provide novelty.			1	1	1			
916	70	2	6	2	a	19	Provides opportunities and experiences that encourage reasoning (e.g., sequence of events, cause/effect).	1							
917	70	2	6	2	a	20	Provides non-fiction books, print materials, and technology in all areas to stimulate thinking.				1	1			
918	70	2	6	2	a	21	Talks with children and youth about their ideas, experiments, problems, and discoveries.			1	1	1			
919	70	2	6	2	a	22	Offers opportunities for early literacy.		1	1	1				
920	70	2	6	2	a	23	Recognizes that literacy skills develop beginning at birth.	1							
921	70	2	6	2	a	24	Labels items, and discusses labels, to help children understand the connection between written and spoken language.		1	1	1				
922	70	2	6	2	a	25	Reads/sings with children and youth, exposing them to rhymes, poetry, fiction, non-fiction, plays.	1							
923	70	2	6	2	a	26	Provides a wide variety of books for individual exploration.	1							
924	70	2	6	2	a	27	Models for children and youth how writing materials can be used, then encourages individual exploration.			1	1	1			
925	70	2	6	2	a	28	Places writing materials/printed items in all areas of the program to encourage children and youth to write signs, make shopping lists, draw maps, create labels, make play money.			1	1	1			
926	70	2	6	2	a	29	Shares children's/youth's writing with group, families, and/or visitors.			1	1	1			
927	70	2	6	2	a	30	Encourages home reading/writing programs and opportunities.	1							
928	70	2	6	2	a	31	Offers learning opportunities and experiences reflecting the cultures represented in the community of the program.	1							

Core Competencies with Indicators

929	70	2	6	2	a	32	Provides books, photographs, music, toys, clothing, games, that reflect the community and families' cultures.	1						
930	70	2	6	2	a	33	Provides materials for and engages in a variety of open-ended learning experiences that develop skills for learning through investigation, problem-solving, critical thinking, and self-directed study.				1	1		
931	70	2	6	2	a	34	Engages each child and youth in problem-solving and critical thinking skills.				1	1		
932	70	2	6	2	a	35	Encourages the cognitive development of children and youth through experimentation, exploration, simulation, and play.				1	1		
933	70	2	6	2	a	36	Provides literacy experiences, such as reading aloud to youth and modeling proper inflection and emphasis in speech.					1		
934	70	2	6	2	a	37	Follows the program's philosophy on homework assistance.					1		
935	71	2	6	2	b	0	Adapts cognitive activities and interactions to support diverse needs and abilities.							
936	71	2	6	2	b	1	Observes and gets to know children and youth to determine appropriate activities, experiences, and interactions to support cognitive development.	1						
937	71	2	6	2	b	2	Adapts activities and experiences to meet the cognitive development of children and youth.	1						
938	71	2	6	2	b	3	Encourages children and youth to participate in activities and experiences that support cognitive development.				1	1		
939	71	2	6	2	b	4	Encourages children and youth with diverse needs and abilities to fully participate in a variety of cognitive and reasoning activities appropriate to their developmental level, needs, and interests.	1						
940	71	2	6	2	b	5	Provides support to children and youth with cognitive needs so that they may fully engage in the activities or experiences.	1						
941	71	2	6	2	b	6	Carries out activities and modifications identified in Individual Education Plans (IEPs) or Individual Family Service Plans (IFSPs).	1						

Core Competencies with Indicators

942	71	2	6	2	b	7	Seeks suggestions from therapists and parents about specific adaptations that will assist a child/youth in participating in activities	1							
943	71	2	6	2	b	8	Adapts toys, materials, groupings, etc. so that children and youth can engage in cognitive activities successfully.	1							
944	71	2	6	2	b	9	Modifies cognitive activities to the child's/youth's participation level.	1							
945	71	2	6	2	b	10	Uses the program's assessment tools to identify specific cognitive skills and determine each child's/youth's developmental level and plans activities to challenge/strengthen cognitive skills.	1							
946	71	2	6	2	b	11	Notes factors, such as premature birth, that may contribute to developmental delays or disabilities.	1							
947	71	2	6	2	b	12	Discusses any known or suspected factors that may influence a child's/youth's progress with families and other adults working with the child/youth.	1							
948	71	2	6	2	b	13	Engages in cognitive activities with youth while maintaining a supervisory role.						1		
949	72	2	6	3	a	0	Incorporates activities promoting cognitive development across curricular areas.								
950	72	2	6	3	a	1	Recognizes that “cognition” describes the mental processes related to learning, including perception, reasoning, and intuition.					1	1		
951	72	2	6	3	a	2	Encourages children and youth to expand on concepts/ideas by allowing projects to continue for an extended period of time.					1	1		
952	72	2	6	3	a	3	Keeps materials/equipment and child/youth-made items available for extended periods of time so that children and youth may continue to explore them after a concept is introduced.					1	1		
953	72	2	6	3	a	4	Adjusts routine/schedule and lesson plans so that projects can continue longer than planned.					1	1		

Core Competencies with Indicators

954	72	2	6	3	a	5	Uses photographs, copies, drawings of children's/youth's work to promote discussion and reflection in all areas of the curriculum.				1	1		
955	72	2	6	3	a	6	Offers materials, activities, and experiences that build on previous learning.	1						
956	72	2	6	3	a	7	Reminds children of previous experiences and learning to permit them to reflect on and integrate information.	1						
957	72	2	6	3	a	8	Helps children explore concepts such as space, time, shape, and quantity in meaningful ways and across contexts.	1						
958	72	2	6	3	a	9	Provides open-ended materials throughout the learning environment that support these concepts including: sensory materials; attribute tiles (shapes, sizes, colors); graduated equipment (measuring cups, nesting blocks); sorting/counting items; timers; containers; non-standard measurement tools, as appropriate.	1						
959	72	2	6	3	a	10	Posts and uses pictures to illustrate the daily routine/schedule.	1						
960	72	2	6	3	a	11	Records events the children understand and value such as birthdays, field trips, chick-hatching day, special visitors.			1	1	1		
961	72	2	6	3	a	12	Plans and guides math, science, nature exploration, and technology in response to the emerging interests of children and youth.				1	1		
962	72	2	6	3	a	13	Offers a variety of open-ended materials/activities that relate to the interests of children and youth.	1						
963	72	2	6	3	a	14	Uses the ideas and observations of children and youth to plan future experiences.	1						
964	72	2	6	3	a	15	Designs learning opportunities reflective of cultures represented in the community of the program.				1	1		1
965	72	2	6	3	a	16	Selects and uses a variety of materials (e.g., books, photos, posters, toys, games, foods) from diverse cultures to promote awareness/discussion.	1						
966	72	2	6	3	a	17	Observes children's/youth's curiosity about cultural practices, and plans related activities and experiences.	1						
967	72	2	6	3	a	18	Incorporates families suggestions and visits into the curriculum.	1						

Core Competencies with Indicators

968	72	2	6	3	a	19	Explains cognitive development and the relationship of children's/youth's earliest experiences to their individual differences.	1							
969	72	2	6	3	a	20	Models organized, analytical thinking for children (e.g., "I think first we should decide what to cook, then we'll know what to buy at the grocery store. Maybe we should make a list.").				1	1			
970	72	2	6	3	a	21	Introduces compare/contrast language.				1	1			
971	72	2	6	3	a	22	Records or encourages children to record their observations about their experiences for future comparison and contrast.				1	1			
972	72	2	6	3	a	23	Encourages the development of logic-mathematical knowledge of children and youth by providing direct experiences.	1							
973	72	2	6	3	a	24	Models thinking about relationships through concrete experiences.	1							
974	72	2	6	3	a	25	Describes comparisons of attributes using descriptive language such as antonyms.	1							
975	72	2	6	3	a	26	Provides opportunities for children and youth to put experiences and materials into categories (e.g., charts, etc.) and explore space and time.	1							
976	73	2	6	3	b	0	Provides activities and interactions that promote critical thinking and problem-solving skills.								
977	73	2	6	3	b	1	Revisits activities with children and youth so they can reflect and build on previous learning to develop and refine thinking skills.				1	1			
978	73	2	6	3	b	2	Uses a variety of puzzles and games to encourage problem solving skills.	1							
979	73	2	6	3	b	3	Takes advantage of teachable moments to encourage exploration and problem solving with materials and objects.	1							
980	73	2	6	3	b	4	Provides opportunities for children to organize, compare, and contrast thoughts, words, objects, and sensations and to solve problems across the curriculum.	1							
981	73	2	6	3	b	5	Identifies problems and asks for possible solutions.				1	1			
982	73	2	6	3	b	6	Guides children through problems and challenges by offering another point of view, but refrains from providing solutions.				1	1			

Core Competencies with Indicators

983	74	2	6	4	a	0	Evaluates the appropriateness and effectiveness of cognitive activities and interactions.								
984	74	2	6	4	a	1	Varies teaching and learning strategies to engage multiple learning styles.	1							
985	74	2	6	4	a	2	Demonstrates knowledge and ability to implement various teaching strategies related to each style of learning.	1							
986	74	2	6	4	a	3	Identifies unique learning styles of each child and youth.	1							
987	74	2	6	4	a	4	Adapts teaching methods to match the needs of each child, youth, or situation.	1							
988	74	2	6	4	a	5	Plans, implements, evaluates, and modifies curriculum to encourage cognitive growth.	1							
989	74	2	6	4	a	6	Arranges and equips environment to permit hands-on, individualized exploration.	1							
990	74	2	6	4	a	7	Plans activities and experiences to match the development, interests, and needs of children and youth.	1							
991	74	2	6	4	a	8	Uses a variety of techniques to observe and document children's construction of knowledge.	1							
992	74	2	6	4	a	9	Utilizes individual curriculums, lesson plans, and teaching style so that thinking is supported.	1							
993	74	2	6	4	a	10	Reviews and modifies lessons, experiences, curricula periodically to ensure that children and youth construct knowledge at more advanced levels, and across the curriculum.	1							
994	74	2	6	4	a	11	Plans activities and experiences to engage children and youth in problem solving and constructing knowledge.	1							
995	74	2	6	4	a	12	Offers opportunities that allow children and youth to pose questions of their own, investigate independently, use materials in innovative ways, and expand on ideas.				1	1			
996	74	2	6	4	a	13	Encourages children and youth to represent their thinking through many different mediums as well as through language.				1	1			
997	74	2	6	4	a	14	Assists children and youth in organizing their thoughts by asking them to explain their reasoning.				1	1			
998	74	2	6	4	a	15	Supports ongoing activities and experiences without dictating the pace, process, or directions of children's/youth's learning.	1							

Core Competencies with Indicators

999	74	2	6	4	a	16	Engages youth in planning problem-solving and critical-thinking activities.					1		
1000	74	2	6	4	a	17	Evaluates the appropriateness and effectiveness of cognitive activities for groups and individuals.				1	1		
1001	74	2	6	4	a	18	Articulates the importance and demonstrates the methods of integrating cognitive activities into all curricular areas.	1						
1002	74	2	6	4	a	19	Communicates the impact of cognitive activities on youth.					1		
1003	75	2	6	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting cognitive development.							
1004	75	2	6	5	a	1	Educates others about ways to integrate cognitive activities into all curricular areas.	1						
1005	75	2	6	5	a	2	Explains how cognitive development affects other areas of development.	1						
1006	75	2	6	5	a	3	Articulates the importance of brain development and the three sources of knowledge (conventional, logic-mathematical, and physical) on development.	1						
1007	75	2	6	5	a	4	Keeps current with theories/research about cognitive development.	1						
1008	75	2	6	5	a	5	Compares views of educational and developmental theorists.	1						
1009	75	2	6	5	a	6	Uses research on cognitive development to plan learning experiences for children and youth.	1						
1010	75	2	6	5	a	7	Cites research to justify choice of curricular activities and teaching strategies.	1						
1011	75	2	6	5	a	8	Discusses currently accepted theories of cognitive development with interested parties.	1						
1012	75	2	6	5	a	9	Collaborates with other agencies to research and communicate information on cognitive development.	1						
1013	75	2	6	5	a	10	Develops partnerships to assist with research on cognitive development.	1						
1014	75	2	6	5	a	11	Assesses the cognitive development of children and youth and reports findings to authorized individuals/agencies.	1						
1015	75	2	6	5	a	12	Contacts agencies, therapists, or special programs that provide information on cognitive development, as needed.	1						

Core Competencies with Indicators

1016	75	2	6	5	a	13	Presents at conferences/workshops or teaches college courses related to cognitive development.	1						
1017	75	2	6	5	a	14	Teaches how to integrate cognitive activities and experiences into all curricular areas.	1						
1018	76	3	1	1	a	0	Recognizes that observation and assessment are ongoing processes.							
1019	76	3	1	1	a	1	Understands that infant and toddler development is ongoing and observation and assessment should occur on a daily basis.		1	1				
1020	76	3	1	1	a	2	Understands that child and youth development occurs daily and observation and assessment should occur on a regular basis.				1	1		
1021	76	3	1	1	a	3	Continually monitors, documents, and reports signs of possible child abuse and neglect.	1						
1022	76	3	1	1	a	4	Frequently documents what the children/youth say and/or do and gathers in a notebook or portfolio.	1						
1023	76	3	1	1	a	5	Understands the value of a portfolio for organizing, recording, and reporting observation and assessment information on a daily, weekly, monthly, and annual basis.	1						
1024	76	3	1	1	a	6	Observes and monitors children's/youth's health on a daily basis by conducting informal health checks upon arrival.	1						
1025	76	3	1	1	a	7	Understands the connections between observations, planning, and interactions.	1						
1026	76	3	1	1	a	8	Acknowledges that children and youth develop at their own pace.	1						
1027	76	3	1	1	a	9	Recognizes environmental factors that may place children and youth at risk.	1						
1028	77	3	1	1	b	0	Maintains confidentiality regarding observation and assessment information.							
1029	77	3	1	1	b	1	Follows the program's confidentiality policies and procedures.	1						
1030	77	3	1	1	b	2	Refrains from discussing children and youth when children and/or other unauthorized individuals are present.	1						
1031	77	3	1	1	b	3	Shares child and youth information with authorized individuals in a non-biased way.	1						

Core Competencies with Indicators

1032	77	3	1	1	b	4	Communicates specific concerns about children and youth with supervisors prior to discussing concerns with family members.	1							
1033	77	3	1	1	b	5	Follows program's policies and procedures regarding collection and storage of information about children and youth development (e.g., keeps written information out of public view, stores records in locked file cabinet, keeps electronic records password protected, refrains from sharing children's photos over social networks).	1							
1034	78	3	1	1	c	0	Assists with the collection of information about growth, development, and learning.								
1035	78	3	1	1	c	1	Identifies various ways to know each child and youth, including his or her strengths, needs, interests, family, and life situation.	1							
1036	78	3	1	1	c	2	Documents activities and experiences that show progress and/or developmental level (e.g., collects writing samples, drawings, photos, videos, etc., related to each child's work).	1							
1037	78	3	1	1	c	3	Uses descriptive, objective, factual language when recording observations.	1							
1038	78	3	1	1	c	4	Reviews a new child's file to learn about him/her and continues the documentation.	1							
1039	78	3	1	1	c	5	Spends time talking and building relationships with each family to learn more about their child.	1							
1040	78	3	1	1	c	6	Observes and documents children and youth experiences and actions in various settings.	1							
1041	78	3	1	1	c	7	Completes observational forms required by the program and shares any concerns with a supervisor.	1							
1042	78	3	1	1	c	8	Uses work samples and notes to understand children's and youth's interests, needs, and skills.	1							
1043	78	3	1	1	c	9	Refrains from making diagnoses regarding children's development and health.	1							
1044	78	3	1	1	c	10	Frequently documents behaviors, development, progress toward milestones, experiences, etc. and shares this information with the primary caregivers.	1							

Core Competencies with Indicators

1045	79	3	1	2	a	0	Collects and organizes information while following appropriate procedures for observation, assessment, and referrals.								
1046	79	3	1	2	a	1	Collects work samples, anecdotal notes, and accurate records.	1							
1047	79	3	1	2	a	2	Identifies what information should be collected for portfolios and other files.	1							
1048	79	3	1	2	a	3	Observes children in a variety of settings and situations and documents their response to those situations.	1							
1049	79	3	1	2	a	4	Recognizes that all observations should be objective, respectful, and accurate.	1							
1050	79	3	1	2	a	5	Identifies the need for and uses of objective and standard procedures of observation.	1							
1051	79	3	1	2	a	6	Observes and documents behaviors associated with well-being, personality/temperament, and other developmental areas.	1							
1052	79	3	1	2	a	7	Maintains timely, legible records in a designated location, rather than relying on memory.	1							
1053	79	3	1	2	a	8	Uses information from observation and assessment to support each child's development.	1							
1054	79	3	1	2	a	9	Communicates observations and assessments in written and oral form with authorized individuals.	1							
1055	79	3	1	2	a	10	Provides factual, non-biased, objective verbal/written reports to authorized individuals.	1							
1056	79	3	1	2	a	11	Understands the behaviors of children and youth in the context of normal growth and development and uses appropriate expectations as the basis for observation.	1							
1057	79	3	1	2	a	12	Recognizes indicators of positive youth development.						1		
1058	79	3	1	2	a	13	Utilizes relevant assessment tools that benefit children and youth.	1							
1059	79	3	1	2	a	14	Understands his or her role in the referral process.	1							
1060	79	3	1	2	a	15	Shares concerns about behavior and environmental factors within the guidelines of the program's confidentiality policies.	1							
1061	79	3	1	2	a	16	Understands the uses, goals, and benefits of assessment, including the connection to planning the curriculum.	1							

Core Competencies with Indicators

1062	79	3	1	2	a	17	Gathers information about each child and youth to identify potential developmental concerns.	1							
1063	80	3	1	2	b	0	Assesses children and youth using appropriate services and resources, including technology.								
1064	80	3	1	2	b	1	Uses a comprehensive assessment system for gathering and maintaining information.	1							
1065	80	3	1	2	b	2	Identifies and utilizes several documentation strategies to provide evidence of each child's and youth's development.	1							
1066	80	3	1	2	b	3	Uses technology to document and record the development of children and youth.	1							
1067	80	3	1	2	b	4	Utilizes outside resources and agencies to provide assessment services as appropriate for children and youth.	1							1
1068	80	3	1	2	b	5	Utilizes an assessment system that is aligned with the program's curriculum.	1							1
1069	81	3	1	3	a	0	Discusses the purpose, benefits, and uses of informal and formal assessments.								
1070	81	3	1	3	a	1	Selects appropriate assessment methods based on need and/or purpose.	1							1
1071	81	3	1	3	a	2	Applies basic elements of child development theory to observation.		1	1	1				
1072	81	3	1	3	a	3	Applies basic elements of adolescent development theory to observation.					1			
1073	81	3	1	3	a	4	Understands the differences between observation, screening, and assessment.	1							
1074	81	3	1	3	a	5	Understands the difference between informal and formal assessments.	1							
1075	81	3	1	3	a	6	Identifies the major purposes of assessment and clearly understands what makes assessments appropriate, fair, and beneficial for children and youth.	1							
1076	81	3	1	3	a	7	Reviews methods of assessing children's/youth's progress noting which methods best assess skills/needs of a specific individual, group, or situation.	1							

Core Competencies with Indicators

1077	81	3	1	3	a	8	Consults with appropriate parties (e.g., coaches, instructors, supervisors/administrators, mentors, or consultants) to determine which method is best suited for assessing skills/abilities of a specific individual, group, or situation.	1							
1078	81	3	1	3	a	9	Understands that observation and assessment data are used to develop goals, curriculum, and teaching and learning strategies.	1							
1079	81	3	1	3	a	10	Understands that observation and assessment are the basis for responsive caregiving.		1	1					
1080	81	3	1	3	a	11	Understands that one purpose of observation and assessment data is to document the potential need for referral.	1							
1081	81	3	1	3	a	12	Avoids inappropriate, unfair, or potentially harmful assessment.	1							
1082	81	3	1	3	a	13	Discusses observations with children and youth, seeking their input.	1							
1083	82	3	1	3	b	0	Engages in ongoing assessment of individual growth, development, and learning and applies this knowledge to practice.								
1084	82	3	1	3	b	1	Uses knowledge about children's development in planning.	1							
1085	82	3	1	3	b	2	Individualizes activities and learning experiences for each child and youth	1							
1086	82	3	1	3	b	3	Provides specific materials or activities for individual or small groups of children/youth, based on assessment results.	1							
1087	82	3	1	3	b	4	Is aware of positive youth development frameworks pertaining to youth outcomes.						1		1
1088	82	3	1	3	b	5	Ensures that planning reflects an understanding that each child/youth has different interests, skills, abilities, and needs.	1							
1089	82	3	1	3	b	6	Uses observation results to identify individual skills of children and youth on the developmental continuum.	1							
1090	82	3	1	3	b	7	Plans for the next skill level in each area of development for each child and youth.	1							
1091	82	3	1	3	b	8	Seeks assistance from others (e.g., family members, peers, coaches, instructors, supervisors/administrators, mentors, and consultants) to determine how to meet a child's needs, keeping confidentiality protected.	1							

Core Competencies with Indicators

1092	82	3	1	3	b	9	Engages in ongoing observation, recognizing that children and youth quickly change and develop.	1							
1093	82	3	1	3	b	10	Monitors the emerging skills, interests, and needs of children and youth by analyzing ongoing observations.	1							
1094	82	3	1	3	b	11	Creates or modifies group environment/activities/experiences that reflect the skills, interests, and individual needs of children and youth.	1							
1095	82	3	1	3	b	12	Generates goals and assesses progress toward goals for individuals/group by analyzing observations, checklists, work samples, screening results, etc.	1							
1096	82	3	1	3	b	13	Seeks information regarding the youth's goals and progress from other sources (i.e., school districts, etc.).					1		1	
1097	82	3	1	3	b	14	Assesses progress on goals by reviewing school records (i.e., grades, attendance, behavior).					1			
1098	82	3	1	3	b	15	Respects and accommodates the range of development and skills among children and youth.	1							
1099	82	3	1	3	b	16	Explains the importance of ongoing assessment to appropriate parties (e.g., staff and families).	1							
1100	82	3	1	3	b	17	Answers questions related to the purposes and processes of assessment.	1							
1101	82	3	1	3	b	18	Actively communicates observations and assessment findings with appropriate parties (e.g., staff, educators, IEP/IFSP team members, and families) in a clear, supportive, and confidential manner.	1							
1102	82	3	1	3	b	19	Interprets observation information to develop services, opportunities, and supports for youth.					1			
1103	82	3	1	3	b	20	Engages youth, staff, and families in the ongoing assessment process.					1		1	
1104	83	3	1	3	c	0	Recommends appropriate referrals based on observation, documentation, and assessment.								
1105	83	3	1	3	c	1	Recognizes and responds to the general warning signs of delays and disorders.	1							

Core Competencies with Indicators

1106	83	3	1	3	c	2	Recognizes and responds to warning signs and/or indicators of at risk behaviors in youth.					1		
1107	83	3	1	3	c	3	Collaborates with school day personnel to coordinate referrals.					1		1
1108	83	3	1	3	c	4	Actively communicates justifiable concerns based on observation and assessment with appropriate parties (e.g., staff, educators, school day personnel, and families).	1						
1109	83	3	1	3	c	5	Identifies situations in which children and youth may need further assessment by specialists and identifies available community resources for further evaluation.	1						1
1110	83	3	1	3	c	6	Gathers and organizes relevant documentation for referral, such as screening results, developmental checklists, observations, etc.	1						
1111	83	3	1	3	c	7	Supports families throughout the referral and evaluation process.	1						
1112	83	3	1	3	c	8	Advocates for child, youth, and family, as appropriate.	1						
1113	84	3	1	4	a	0	Develops a plan that utilizes assessment information to improve curriculum and modify learning experiences.							
1114	84	3	1	4	a	1	Implements an appropriate and comprehensive assessment system that can be used to modify/improve practice.	1						1
1115	84	3	1	4	a	2	Ensures assessment information that is collected is based on reliable and valid assessment methods.	1						1
1116	84	3	1	4	a	3	Ensures that a variety of formal and informal assessments are utilized.	1						
1117	84	3	1	4	a	4	Utilizes observation and assessment to support each child's self-reflection.				1	1		
1118	84	3	1	4	a	5	Selects tools and methods of assessment that are widely accepted as unbiased and objective.	1						1
1119	84	3	1	4	a	6	Utilizes assessment methods that provide multiple views of the child (e.g., developmental screenings and portfolios; observations by more than one educator, etc.)	1						
1120	84	3	1	4	a	7	Actively engages families in the ongoing assessment process.	1						

Core Competencies with Indicators

1121	84	3	1	4	a	8	Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	1							
1122	84	3	1	4	a	9	Participates in the IEP process with school day personnel and parents.					1			1
1123	84	3	1	4	a	10	Maintains and is familiar with the child's or youth's IEP, behavior management, or 504 documentation on-site and uses that information to provide support to the child or youth.			1	1	1			
1124	85	3	1	4	b	0	Interprets assessment results and communicates them in a clear and supportive manner.								
1125	85	3	1	4	b	1	Intentionally plans for communicating observation and assessment information to families.	1							
1126	85	3	1	4	b	2	Reviews and follows the program's policies and procedures for exchanging confidential information with authorized individuals.	1							
1127	85	3	1	4	b	3	Schedules opportunities to discuss child's/youth's progress and prepares information and resources for families in advance.	1							
1128	85	3	1	4	b	4	Considers and selects suitable methods to exchange information, encouraging family members to share their perspectives on their child's progress.	1							
1129	85	3	1	4	b	5	Provides a written copy of assessment information for authorized individuals.	1							
1130	85	3	1	4	b	6	Explains that assessments are tools with limitations (e.g., some assessments provide only a "snapshot" of one part of one day, while other assessments provide more comprehensive information).	1							
1131	85	3	1	4	b	7	Explains the scores from standardized assessments and progress noted in portfolios, focusing on the child's/youth's current skills and next levels of development.	1							
1132	86	3	1	4	c	0	Implements formal and informal assessment tools for individual and group learning.								

Core Competencies with Indicators

1133	86	3	1	4	c	1	Understands and implements formal and informal assessments, using children's prior knowledge, progress, and achievements to demonstrate individual and whole group learning.	1								
1134	86	3	1	4	c	2	Uses children's prior knowledge, progress, and achievements to inform learning.	1								
1135	87	3	1	4	d	0	Collaborates to create partnerships for assessment.									
1136	87	3	1	4	d	1	Identifies appropriate assessment team members from within and outside the program.	1								1
1137	87	3	1	4	d	2	Encourages a team approach that benefits children and youth with diverse needs and abilities.	1								
1138	87	3	1	4	d	3	Ensures that all appropriate safeguards are in place to protect confidentiality within the team.	1								1
1139	87	3	1	4	d	4	Collaborates with authorized individuals by sharing portfolios, screening results, inviting them into the program, etc.	1								
1140	87	3	1	4	d	5	Utilizes team members' advice on adapting environment, materials, and curriculum, in order to include children and youth with diverse needs and abilities.	1								
1141	87	3	1	4	d	6	Contributes information and attends meetings to develop and/or review Individual Education Plans (IEP), Individual Family Support Plans (IFSP), 504 Plans, or Behavior Management Plans, as appropriate.	1								
1142	87	3	1	4	d	7	Follows up with assessment team, as appropriate.	1								
1143	87	3	1	4	d	8	Works cooperatively with assessment, school, and health care teams for children and youth with diverse needs and abilities.	1								1
1144	88	3	1	4	e	0	Analyzes and evaluates observation and assessment data and applies knowledge to practice.									
1145	88	3	1	4	e	1	Incorporates observation information into program and/or individual plans (e.g., Individual Education Plans).	1								
1146	88	3	1	4	e	2	Recommends that families seek further evaluation, when needed.	1								
1147	88	3	1	4	e	3	Analyzes and utilizes assessment results to determine individual goals and develop and implement individual plans for children and youth.	1								

Core Competencies with Indicators

1148	88	3	1	4	e	4	Plans and adapts experiences/interactions as necessary to meet the individual and group goals of children and youth.	1							
1149	88	3	1	4	e	5	Includes family members and authorized individuals, as appropriate, to meet individual goals.	1							
1150	88	3	1	4	e	6	Evaluates effectiveness of plans based on progress toward meeting individual goals.	1							
1151	88	3	1	4	e	7	Revises methods/activities based on review of progress.	1							
1152	88	3	1	4	e	8	Revises strategies and planned experiences based on review of infant's and toddler's progress.		1	1					1
1153	89	3	1	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting observation and assessment.								
1154	89	3	1	5	a	1	Evaluates use of resources, support, and technology to facilitate observation and assessment.	1							
1155	89	3	1	5	a	2	Selects assessment methods that reflect current accepted practice.	1							
1156	89	3	1	5	a	3	Explains how assessment guides the development of environment and teaching practices.	1							
1157	89	3	1	5	a	4	Ensures assessments that are used are age appropriate, gender-equitable, and culturally and linguistically appropriate.	1							
1158	89	3	1	5	a	5	Makes adjustments to assessment and programming based on current theory and research.	1							
1159	89	3	1	5	a	6	Educates others regarding research-based theories and issues relevant to observation and assessment.	1							
1160	89	3	1	5	a	7	Shares information related to observation and assessment at family or team meetings, educational conferences, etc.	1							
1161	89	3	1	5	a	8	Advocates for children's/youth's rights to research-based assessment.	1							
1162	89	3	1	5	a	9	Publishes and presents articles related to observation and assessment.	1							
1163	89	3	1	5	a	10	Establishes, evaluates, and updates criteria, policies, procedures, and documentation methods for observation, assessment, referrals, and accommodation.	1							

Core Competencies with Indicators

1164	89	3	1	5	a	11	Creates and updates the program's policies and procedures related to designing/selecting documentation and assessment methods.	1							
1165	89	3	1	5	a	12	Ensures the use of research-based models/tools for assessment.	1							
1166	89	3	1	5	a	13	Ensures that documentation methods are descriptive, accurate, objective, and non-judgmental.	1							
1167	89	3	1	5	a	14	Designs appropriate schedule for formal assessment (fall, winter, spring).	1							
1168	89	3	1	5	a	15	Reviews outcomes of documentation/assessment methods to ensure that results are reliable and useful.	1							
1169	89	3	1	5	a	16	Communicates major research and issues relevant to observation and assessment.	1							
1170	89	3	1	5	a	17	Educates other adults about appropriate documentation/assessment practices through modeling, coaching, and/or direct instruction.	1							
1171	89	3	1	5	a	18	Collaborates with community partners to develop and implement regulations or policies relevant to observation and assessment.	1							
1172	89	3	1	5	a	19	Informs the field how to support the self-reflection of children and youth.				1	1			
1173	89	3	1	5	a	20	Explains that children and youth are capable of various levels of self-reflection and that learning is enhanced by reviewing and analyzing experiences.				1	1			
1174	89	3	1	5	a	21	Educates professionals to review and adapt environment and activities in response to children's/youth's reflections about their own learning.				1	1			1
1175	89	3	1	5	a	22	Encourages professionals to document children's/youth's reflection in a variety of ways, including dictations, portfolios, displays, etc.				1	1			1
1176	89	3	1	5	a	23	Shares information related to children's/youth's reflection through in-services, articles, conference presentations, etc.				1	1			1
1177	89	3	1	5	a	24	Participates in formal research to advance the knowledge base for best assessment practices of youth during out of school time.					1			

Core Competencies with Indicators

1178	89	3	1	5	a	25	Promotes involvement of youth in reviewing assessment data and personal goal setting.						1		1
1179	90	4	1	1	a	0	Communicates respectfully and positively with families from a variety of cultural and socio-economic backgrounds.								
1180	90	4	1	1	a	1	Greets children, youth, and parents/guardians warmly when they enter the program.	1							
1181	90	4	1	1	a	2	Makes an attempt to learn and incorporate common or frequently used words in the family's home language.	1							
1182	90	4	1	1	a	3	Personalizes each greeting by using the parent's/guardian's name and discussing his or her child's health or well-being ("Hello Marta! How was Joey's morning? Did he sleep well?").	1							
1183	90	4	1	1	a	4	Is genuinely pleased when children/youth and their parents/guardians arrive (e.g., Greets child with warm smile, pat on the back or hug, and is visibly happy to see them).	1							
1184	90	4	1	1	a	5	Makes eye contact with family members, when culturally appropriate.	1							
1185	90	4	1	1	a	6	Shares information in a positive/constructive way, emphasizing the strengths of children, youth, and family each day.	1							
1186	90	4	1	1	a	7	Explains the mandated reporter role when the need arises.	1							1
1187	90	4	1	1	a	8	Addresses concerns regarding each child/youth at an appropriate time in order to respect the family's right to confidentiality.	1							
1188	91	4	1	1	b	0	Respects choices and goals families make for their children.								
1189	91	4	1	1	b	1	Actively listens to family members while minimizing personal judgment.	1							
1190	91	4	1	1	b	2	Accepts that families make decisions for their children based on their beliefs, values, and experiences.	1							
1191	91	4	1	1	b	3	Focuses on family strengths.	1							
1192	91	4	1	1	b	4	Inquires about family goals and childrearing practices, listening with an open mind.	1							
1193	92	4	1	2	a	0	Engages families in discussions regarding their child's development.								

Core Competencies with Indicators

1194	92	4	1	2	a	1	Initiates discussions regarding the child's development through informal conversations, shared journaling, requesting conferences, phone calls, emails, etc.	1							
1195	92	4	1	2	a	2	Encourages two-way communications with family members and other caregivers in order to develop a true partnership that benefits the child.	1							
1196	92	4	1	2	a	3	Shares program philosophy, goals, and learning experiences verbally and in writing.	1							1
1197	92	4	1	2	a	4	Communicates daily about the program, daily events, learning experiences, and individual child's progress.	1							
1198	92	4	1	2	a	5	Talks about the child's/youth's behavior and how the environment affects behavior.	1							
1199	92	4	1	2	a	6	Provides progress reports that offer families information about the child's/youth's development and curriculum.	1							
1200	92	4	1	2	a	7	Ensures that the parent/guardian and other authorized individuals have access to child's/youth's portfolio, screening results, and progress reports.	1							
1201	92	4	1	2	a	8	Provides families with current child and youth development information through conversations, newsletter articles, displays, and family meetings.	1							
1202	92	4	1	2	a	9	Provides families with current child and youth development information by referral to community resources, agencies, and organizations.	1							
1203	92	4	1	2	a	10	Identifies skills child/youth has mastered, and offers family members information about the next level of development.	1							
1204	92	4	1	2	a	11	Communicates daily regarding family schedules, plans for child's pick-up, changes in the home.	1							
1205	92	4	1	2	a	12	Communicates with families regarding areas of concern and develops cooperative strategies to manage problems.	1							
1206	93	4	1	2	b	0	Communicates and assists families by sharing appropriate services, resources, and technology.								
1207	93	4	1	2	b	1	Provides resources to family members through a variety of approaches.	1							

Core Competencies with Indicators

1208	93	4	1	2	b	2	Reaches out to families through technology.	1						
1209	93	4	1	2	b	3	Provides information and resources related to safety, health, nutrition, and fitness.	1						1
1210	93	4	1	2	b	4	Provides families with current information by referral to community resources, agencies, and organizations.	1						
1211	93	4	1	2	b	5	Gathers information from families about family involvement issues (e.g., orientation, times for meetings, volunteering), programming concerns, and parent education needs.	1						
1212	94	4	1	3	a	0	Engages families in discussions to promote respectful partnerships.							
1213	94	4	1	3	a	1	Recognizes and welcomes parents/guardians as equal partners.	1						
1214	94	4	1	3	a	2	Respects parents and guardians as active decision makers in their child's education.	1						
1215	94	4	1	3	a	3	Promotes opportunities for families to visit and observe their child or youth in the learning environment, volunteer and participate in their child's or youth's activities, sharing their hobbies, interests, and culture with the program.	1						1
1216	94	4	1	3	a	4	Reinforces positive parenting by affirming when parents are communicating effectively with their child and attuned to their needs and cues.	1						
1217	94	4	1	3	a	5	Models peaceful conflict resolution techniques.	1						1
1218	94	4	1	3	a	6	Seeks non-judgmental resolution to disputes.	1						1
1219	94	4	1	3	a	7	Requests assistance from others (e.g., supervisors/administrators, coaches, and/or consultants) if family member(s) remains dissatisfied.	1						
1220	94	4	1	3	a	8	Implements effective conflict resolution techniques with families.	1						1
1221	94	4	1	3	a	9	Informs authorized individuals (e.g., supervisor/administrator, coach, consultant) about the conflict and its resolution.	1						
1222	94	4	1	3	a	10	Plans and conducts family meetings and conferences.	1						
1223	95	4	1	3	b	0	Shares information with families about the relationship between learning activities and development.							
1224	95	4	1	3	b	1	Shares knowledge of general principles of growth and development.	1						

Core Competencies with Indicators

1225	95	4	1	3	b	2	Discusses the importance of observation and assessments.	1							
1226	95	4	1	3	b	3	Documents and shares their child's progress toward goals through formal/informal assessment and/or portfolios.	1							
1227	95	4	1	3	b	4	Provides information about health, nutrition, and movement experiences for infants and toddlers.		1	1					
1228	95	4	1	3	b	5	Provides information about health, nutrition, and fitness.				1	1			
1229	95	4	1	3	b	6	Provides information about physical development.	1							
1230	95	4	1	3	b	7	Provides information about cognitive and brain development.	1							
1231	95	4	1	3	b	8	Provides information about language development.	1							
1232	95	4	1	3	b	9	Provides information about social and emotional development.	1							
1233	95	4	1	3	b	10	Provides information about activities and experiences that promote creativity.	1							
1234	96	4	1	4	a	0	Partners, plans, and communicates to enhance family support and participation.								
1235	96	4	1	4	a	1	Conducts needs assessments to better understand the needs and expectations of families.	1							1
1236	96	4	1	4	a	2	Supports families so that they feel comfortable participating in the program with other parents.	1							1
1237	96	4	1	4	a	3	Connects families with other families who have similar interests or life circumstances.	1							1
1238	96	4	1	4	a	4	Promotes the use of positive guidance strategies to provide consistency across program and home environments.	1							
1239	96	4	1	4	a	5	Collaborates with families to support their child's development.	1							
1240	96	4	1	4	a	6	Collaborates with families to develop consistent strategies regarding children's behavior.	1							
1241	96	4	1	4	a	7	Develops appropriate goals and expectations for children's behavior with families.	1							
1242	96	4	1	4	a	8	Observes, documents, and communicates concerns regarding the need for early intervention to authorized individuals.		1	1	1				1
1243	96	4	1	4	a	9	Includes all appropriate family members in decisions related to adaptations, behavioral plans, and individualized learning plans.	1							1

Core Competencies with Indicators

1244	96	4	1	4	a	10	Suggests learning experiences for the home to strengthen child/youth development.			1	1	1		1
1245	96	4	1	4	a	11	Supports and advocates for the family as they seek further evaluation and/or services.	1						
1246	96	4	1	4	a	12	Involves family members as active participants in goal setting for their child or youth, and in the review of progress made towards goals.	1						
1247	96	4	1	4	a	13	Offers regular opportunities to exchange information and displays willingness to meet at the family's request (e.g., home visits, park, at the program, etc.).	1						1
1248	96	4	1	4	a	14	Provides opportunities for home visits and understands if parents/guardians are not willing to participate in home visits.	1						
1249	96	4	1	4	a	15	Prepares and shares portfolio of the child's/youth's progress reports, checklists, and screening results.	1						
1250	96	4	1	4	a	16	Explains the significance of the child's/youth's achievements.	1						
1251	96	4	1	4	a	17	Exchanges information and insights about their child.	1						
1252	96	4	1	4	a	18	Plans and conducts family meetings and conferences with youth.					1		1
1253	96	4	1	4	a	19	Provides families with appropriate referrals to community resources.	1						1
1254	97	4	1	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy to promote family communication.							
1255	97	4	1	5	a	1	Provides a variety of opportunities for families to have input in decisions regarding the program (e.g., parent advisory boards, suggestion box, focus groups, parent surveys, evaluation forms).	1						
1256	97	4	1	5	a	2	Formally evaluates effectiveness of family communication and involvement through annual questionnaire, focus groups, etc.	1						
1257	97	4	1	5	a	3	Encourages and gathers formal and informal feedback from families during daily conversation, events, and program assessments.	1						
1258	97	4	1	5	a	4	Communicates with family members explaining the reasons for program changes that affect their children/families.	1						

Core Competencies with Indicators

1259	97	4	1	5	a	5	Provides or seeks additional training and support to promote positive communication with families.	1							
1260	97	4	1	5	a	6	Ensures that positive communication methods occur with families.	1							
1261	98	4	2	1	a	0	Develops and maintains open, friendly, cooperative, and respectful relationships with families.								
1262	98	4	2	1	a	1	Greets family members by name when they enter the room.	1							
1263	98	4	2	1	a	2	Maintains a friendly, but professional relationship with family members.	1							
1264	98	4	2	1	a	3	Proactively and respectfully responds and follows up to questions and concerns expressed by parents/guardians or other family members.	1							
1265	98	4	2	1	a	4	Makes an attempt to learn and incorporate some common or frequently used words in the home language.	1							
1266	98	4	2	1	a	5	Listens respectfully when family member(s) express concerns and accepts criticism expressed by family members in a professional manner.	1							
1267	98	4	2	1	a	6	Shares concerns or criticisms expressed by the family with authorized individuals (e.g., administrators/supervisors, coaches, or consultants), as appropriate.	1							
1268	98	4	2	1	a	7	Invites parents/guardians and family members to visit and observe their children in the program.	1							
1269	98	4	2	1	a	8	Understands that positive relationships with families leads to positive relationships with children.	1							
1270	98	4	2	1	a	9	Interacts with families in a kind, polite, and respectful manner.	1							
1271	98	4	2	1	a	10	Develops relationships with parents by getting to know them on a personal level (e.g., listening and learning about their family, their interests, recent activities, and goals and dreams for their children).	1							
1272	98	4	2	1	a	11	Shares information about their child with family members in a positive manner, emphasizing the strengths of the child.	1							

Core Competencies with Indicators

1273	98	4	2	1	a	12	Welcomes new families to the program and offers a variety of orientation activities (e.g., tours, program literature, intake meetings, visits in classrooms, etc.).	1						
1274	99	4	2	1	b	0	Recognizes and respects that factors may influence how families nurture and support their child.							
1275	99	4	2	1	b	1	Understands that a variety of factors (e.g., race, culture, education, language, income, available support, and individual needs) may affect how a family cares for their child.	1						
1276	99	4	2	1	b	2	Gathers information from families related to child's abilities, preferences, and culture (e.g., interests, behaviors, fears, family discipline practices) in order to better understand their child rearing practices.	1						
1277	99	4	2	1	b	3	Recognizes the parent/guardian as their child's first teacher.		1	1				
1278	99	4	2	1	b	4	Understands his/her role as an educational partner with families.				1	1		1
1279	99	4	2	1	b	5	Supports the relationships between children/youth and their families.	1						
1280	99	4	2	1	b	6	Invites family and community members to share information about diversity and cultural practices/traditions.	1						
1281	99	4	2	1	b	7	Provides opportunities for families to share skills, talents, and cultural backgrounds with the children.			1	1	1		1
1282	99	4	2	1	b	8	Incorporates families' hopes, expectations, and goals for their children into their child's learning expectations.	1						
1283	99	4	2	1	b	9	Speaks positively about all families.	1						
1284	99	4	2	1	b	10	Reads stories and displays images of many types of families (e.g., racial, cultural, structural).	1						
1285	99	4	2	1	b	11	Allows for flexible scheduling when involving family members in program events.	1						
1286	99	4	2	1	b	12	Encourages male involvement in the program.	1						
1287	99	4	2	1	b	13	Acknowledges each family member as an important part of the child's life.	1						

Core Competencies with Indicators

1288	99	4	2	1	b	14	Encourages open discussion of family member roles and responsibilities (e.g., who cooks and cleans at your house, who works in your family, etc.).	1								
1289	99	4	2	1	b	15	Plans different ways to recognize diversity in families.	1								
1290	99	4	2	1	b	16	Provides appropriate alternatives or adaptations to traditions/holidays/celebrations, when appropriate.	1								
1291	99	4	2	1	b	17	Recognizes and responds to different expectations.	1								
1292	99	4	2	1	b	18	Respects the practices and/or values associated with various cultural, linguistic, and socioeconomic groups.	1								
1293	99	4	2	1	b	19	Avoids blaming parents/guardians for the challenging behaviors of children and youth.	1								
1294	99	4	2	1	b	20	Recognizes the efforts and growth of parents/guardians and other family members.	1								
1295	100	4	2	1	c	0	Protects children, youth, and family confidentiality.									
1296	100	4	2	1	c	1	Maintains confidentiality and respects family privacy in all practices.	1								
1297	100	4	2	1	c	2	Identifies and includes authorized individuals legally approved to receive information and communications about the child/youth.	1								
1298	100	4	2	1	c	3	Follows the program's policies and procedures related to discussing concerns about a child/youth with authorized individuals.	1								
1299	100	4	2	1	c	4	Follows the program's policies and procedures related to protecting the privacy of children/families.	1								
1300	100	4	2	1	c	5	Shares concerns and information about families with appropriate parties, while maintaining confidentiality.	1								
1301	100	4	2	1	c	6	Refrains from talking about a child/family members in the presence of the child or others.	1								
1302	100	4	2	1	c	7	Only consults with authorized individuals (e.g., peers, supervisors/administrators, coaches, and consultants) when communicating concerns about the child/family.	1								
1303	101	4	2	1	d	0	Identifies ways to support the relationship between children and their families.									

Core Competencies with Indicators

1304	101	4	2	1	d	1	Provides opportunities for children and youth to talk about their families.			1	1	1		1
1305	101	4	2	1	d	2	Posts drawings, photos, and/or descriptions of children, youth, and their families.	1						
1306	101	4	2	1	d	3	Reads stories and provides experiences that validate the importance of families.	1						
1307	101	4	2	1	d	4	Recognizes that stress affects all family members, including the child/youth.	1						
1308	101	4	2	1	d	5	Acknowledges and accepts differences in the varying structures of families.	1						
1309	101	4	2	1	d	6	Accepts differences in children and youth.	1						
1310	101	4	2	1	d	7	Acknowledges that there are positive and negative stress factors.	1						
1311	101	4	2	1	d	8	Observes children, youth, and families for signs of stress, documents observations, and provides confidential opportunities for family members to discuss stress/concerns.	1						
1312	101	4	2	1	d	9	Provides a comfortable space in the program for children and their parents/guardians to spend time together.	1						
1313	101	4	2	1	d	10	Provides private space for parents to nurse or bottle-feed their children.		1					1
1314	102	4	2	2	a	0	Respects the family's role in, influence on, and responsibility for education and development.							
1315	102	4	2	2	a	1	Respects the family's role as primary influence of their children's interests, abilities, and development.	1						
1316	102	4	2	2	a	2	Recognizes the parent/guardian as the child's first teacher.		1	1				
1317	102	4	2	2	a	3	Recognizes family strengths and risk factors or potential areas of concern and helps families identify strengths and address concerns.	1						
1318	102	4	2	2	a	4	Provides family members with consistent information about their child's activities and progress in order promote ongoing dialogue.	1						
1319	102	4	2	2	a	5	Supports family members understanding of how their child's experiences at home and in the program affect future success.	1						

Core Competencies with Indicators

1320	102	4	2	2	a	6	Support families' understanding of the importance of early intervention.	1							
1321	102	4	2	2	a	7	Respects and supports cultural differences and diverse family structures.	1							
1322	102	4	2	2	a	8	Respects and supports the importance of father/male involvement in children's lives.	1							
1323	102	4	2	2	a	9	Reinforces parental authority by learning about the parent's expectations and limits for their child and supporting parent's decisions.	1							
1324	103	4	2	2	b	0	Explores the use of different resources, including technology, to build relationships with families.								
1325	103	4	2	2	b	1	Uses technology such as emails, Skype, social networking, and electronic portfolios, as appropriate, to share information with families regarding their children's learning experiences and accomplishments.	1							
1326	103	4	2	2	b	2	Plans and promotes family involvement events and invites families utilizing different communication methods, including technology.	1							
1327	103	4	2	2	b	3	Provides parenting information through books, videos, parenting classes, discussion groups, bulletin boards, materials sent home with the child, parent groups, etc.	1							
1328	103	4	2	2	b	4	Provides specific parenting information on relevant issues.	1							
1329	103	4	2	2	b	5	Provides parenting information in the home languages spoken by the families.	1							
1330	103	4	2	2	b	6	Provides parents with resources that help them explore new ways of parenting including parent workshops, counseling, parent support groups, and parent mentors/coaches.	1							
1331	103	4	2	2	b	7	Identifies resources and experts to address families' needs for information.	1							
1332	104	4	2	2	c	0	Creates and provides opportunities for continual family involvement throughout the program.								
1333	104	4	2	2	c	1	Surveys families to better understand how they would like to be involved.	1							

Core Competencies with Indicators

1334	104	4	2	2	c	2	Encourages family members to play an active role by volunteering, serving on committees, attending parent workshops and social events.	1						
1335	104	4	2	2	c	3	Explains philosophy and daily routine of program in order to encourage family participation (e.g., open door policy).	1						
1336	104	4	2	2	c	4	Suggests and provides learning experiences that can be done in the home to support their child's development.	1						
1337	104	4	2	2	c	5	Explains to family members how their involvement benefits and enriches children's learning experiences.	1						
1338	104	4	2	2	c	6	Strengthens bonds between families and their children (e.g., playing together, listening to each other, family game night).	1						
1339	104	4	2	2	c	7	Encourages family members to participate in the program by providing different ways of being involved.	1						
1340	104	4	2	2	c	8	Uses conversation/surveys to assess family members' unique resources (talents, knowledge, skills) and willingness and ability to participate in program events.	1						
1341	104	4	2	2	c	9	Spends time with parents when they are observing their children to help them understand their child's temperament, personality; growth and development stages; positive social skills and appropriate emotional behaviors; independence and abilities; and shares activities they can do at home.	1						
1342	104	4	2	2	c	10	Identifies the interests, skills, needs, and goals for parents and their children.	1						
1343	104	4	2	2	c	11	Encourages parents/guardians to participate in adult-only social events, parent support groups, stress-reducing activities, and events that promote healthy relationships with other adults.	1						
1344	104	4	2	2	c	12	Offers specific activities and events for fathers, mothers, grandparents, siblings, and other family members.	1						
1345	104	4	2	2	c	13	Provides specific activities and events to get fathers/male role models involved in the program.	1						
1346	104	4	2	2	c	14	Invites family members to play an active role in their child's education, recognizing that families' attitudes influence their children's ability and interest in learning.	1						

Core Competencies with Indicators

1347	104	4	2	2	c	15	Schedules parent education efforts at regular intervals and provides evaluation opportunities.	1							
1348	105	4	2	3	a	0	Demonstrates a <i>strengths-based</i> approach when working with families.								
1349	105	4	2	3	a	1	Strives to ensure that family and community diversity and cultures are reflected in all aspects of the program.	1							
1350	105	4	2	3	a	2	Works effectively with families from a variety of cultural, linguistic, and socioeconomic backgrounds.	1							
1351	105	4	2	3	a	3	Implements effective conflict resolution techniques with families.	1							
1352	105	4	2	3	a	4	Involves family members as decision makers in programs.	1							
1353	105	4	2	3	a	5	Utilizes young people in developing family engagement strategies.					1			1
1354	105	4	2	3	a	6	Models positive social skills by welcoming and embracing all families to the program, inviting all children, youth, and parents to social events, helping to resolve conflicts among families, and promoting cultural understanding among families.	1							
1355	105	4	2	3	a	7	Utilizes the Strengthening Families Self-Assessment Form.	1							
1356	105	4	2	3	a	8	Applies the family-centered approach to early intervention.		1	1					
1357	106	4	2	3	b	0	Identifies and demonstrates support for families through reciprocal relationships.								
1358	106	4	2	3	b	1	Builds true partnerships with families where both parties are equal partners.	1							
1359	106	4	2	3	b	2	Conveys a message that parents can turn to staff in the event of a family crisis.	1							
1360	106	4	2	3	b	3	Provides opportunities for families to meet others, socialize, and create community with other families (e.g., hosts coffee breaks, breakfasts, potlucks, celebrations, etc.).	1							
1361	106	4	2	3	b	4	Ensures that the adults working directly with children, youth, and families are knowledgeable about the parenting and child rearing practices of different cultures and ethnic groups.	1							

Core Competencies with Indicators

1362	106	4	2	3	b	5	Helps parents establish formal and informal support mechanisms (e.g., play groups, babysitting exchange, car pools, etc.).	1								
1363	106	4	2	3	b	6	Connects family members who have similar interests or share similar life situations.	1								
1364	107	4	2	4	a	0	Develops partnerships with families to support their child's learning, development, and well-being.									
1365	107	4	2	4	a	1	Incorporates the families' hopes, desires, and goals for their children into planning.	1								
1366	107	4	2	4	a	2	Provides a comfortable space in the program for families to meet informally.	1								
1367	107	4	2	4	a	3	Support parents in organizing social and educational events.	1								
1368	107	4	2	4	a	4	Provides opportunities for families to talk with other families about a variety of topics.	1								
1369	107	4	2	4	a	5	Reaches out to isolated families through notes, phone calls, home visits, special invitations to participate, offering support with transportation or child care, and connecting them with additional resources outside of the program, as necessary.	1								
1370	107	4	2	4	a	6	Provides opportunities for parents to explore various topics such as: cultural/ethnic expectations and practices about parenting, how they were parented versus how they are parenting, new parenting practices, their relationships with their children, etc.	1								
1371	107	4	2	4	a	7	Shares parenting tips and discusses common parenting issues informally and during parent-teacher meetings. Provides support when the parent seems frustrated or when a parent is having a difficult time with his or her child.	1								
1372	107	4	2	4	a	8	Provides parenting information to families on typical developmental challenges regarding program's behavior policy.	1								
1373	107	4	2	4	a	9	Provides information to families and explains realistic expectations for varying age groups, providing alternate forms of discipline and how to recognize and reinforce desired behaviors.	1								

Core Competencies with Indicators

1374	107	4	2	4	a	10	Reaches out to parents when concerned about their parenting or behavior.	1							
1375	107	4	2	4	a	11	Monitors for signs of family stress as indicated by the child or youth.	1							
1376	107	4	2	4	a	12	Monitors for other signs of family stress as indicated by family members.	1							
1377	108	4	2	4	b	0	Articulates and integrates theories of family development.								
1378	108	4	2	4	b	1	Models a strengths-based, family centered approach through daily interactions, correspondence, and program documents.	1							
1379	108	4	2	4	b	2	Articulates and applies principles of risk and resiliency.	1							
1380	108	4	2	4	b	3	Helps others understand the models of family systems and how to best support all types of families.	1							
1381	108	4	2	4	b	4	Shares information sources about family support systems with other educators and family members.	1							
1382	108	4	2	4	b	5	Facilitates discussion of culturally-based family differences.	1							
1383	108	4	2	4	b	6	Considers family dynamics when planning learning experiences for children.	1							
1384	108	4	2	4	b	7	Understands the effects of stress/crisis on families.	1							
1385	108	4	2	4	b	8	Explains how families within many cultures are different and have different family structures.	1							
1386	109	4	2	4	c	0	Assesses, plans, and conducts activities for family support and participation.								
1387	109	4	2	4	c	1	Supports families in crisis or transition.	1							
1388	109	4	2	4	c	2	Provides leadership in developing collaborations with families and related professionals to support the goal setting process for children, youth, and families.	1							
1389	109	4	2	4	c	3	Supports and encourages family participation in the early intervention system.		1	1	1				
1390	109	4	2	4	c	4	Evaluates use of resources, support, and technology to support relationships with families.	1							
1391	109	4	2	4	c	5	Educates families and colleagues about adaptations needed to help children with diverse needs and abilities achieve success.	1							

Core Competencies with Indicators

1392	109	4	2	4	c	6	Evaluates the effectiveness of social and support networks among families.	1							
1393	109	4	2	4	c	7	Encourages families to know and support program policies and procedures.	1							
1394	109	4	2	4	c	8	Assesses staff and family participation in Individual Education Plans (IEPs) and the outcomes of children and youth.				1	1			1
1395	109	4	2	4	c	9	Assesses staff and family participation in Individual Family Service Plans (IFSPs) and the outcomes of infants and toddlers.		1	1					1
1396	109	4	2	4	c	10	Assesses staff and family participation in setting short and long-term goals for children and youth.	1							
1397	109	4	2	4	c	11	Makes program adjustments based on diversity of families.	1							1
1398	109	4	2	4	c	12	Completes annual program assessment that focuses on supporting families in crisis.	1							1
1399	109	4	2	4	c	13	Recognizes indicators of families who are at risk or in crisis.	1							
1400	109	4	2	4	c	14	Understands how stress and crisis alter behavior, and can explain to others what supports the child, youth, and/or family may need.	1							
1401	109	4	2	4	c	15	Shares information sources about the impact of stress and crisis with other educators and family members.	1							
1402	109	4	2	4	c	16	Offers an emergency monetary fund to assist families in crisis.	1							
1403	109	4	2	4	c	17	Has a family crisis plan in place (e.g., staff available, space available, etc.).	1							
1404	109	4	2	4	c	18	Maintains updated crisis resource and referral information.	1							
1405	109	4	2	4	c	19	Seeks training on how to effectively respond to family crises (e.g., trainings on maintaining confidentiality, resolving conflicts, talking to families about difficult issues, and talking to parents about how to support children and youth during times of crisis).	1							
1406	109	4	2	4	c	20	Understands the impact of family crises on children, youth, and families.	1							

Core Competencies with Indicators

1407	109	4	2	4	c	21	Recognizes common family issues that often result in crises (e.g., domestic violence, depression, mental illness, developmental delays, chronic health conditions, substance abuse, and other indicators of immediate family crisis).	1								
1408	109	4	2	4	c	22	Encourages other parents and families to help out families in crisis, when appropriate.	1								
1409	109	4	2	4	c	23	Understands own limits for helping families in crisis and seeks help or referrals from appropriate parties.	1								
1410	109	4	2	4	c	24	Responds appropriately to parent or family distress by being sensitive and responsive.	1								
1411	110	4	2	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting relationships with families.									
1412	110	4	2	5	a	1	Researches and uses appropriate formalized family assessment and intervention resources based on each family's needs.	1								1
1413	110	4	2	5	a	2	Ensures implementation of the Strengthening Families five protective factors. See http://www.cssp.org/reform/strengthening-families/resources/strengthening-families-101	1								
1414	110	4	2	5	a	3	Researches a variety of assessment and intervention programs to determine which best meet the needs of families.	1								
1415	110	4	2	5	a	4	Develops the program's policies and procedures for providing family assessment and intervention.	1								1
1416	110	4	2	5	a	5	Applies research-based theories related to family systems and strengths-based practice.	1								
1417	110	4	2	5	a	6	Modifies role and function of the family advisory groups, as needed.	1								1
1418	110	4	2	5	a	7	Gathers resources to respond/address identified needs and concerns.	1								
1419	110	4	2	5	a	8	Utilizes expert/community assistance to build and promote strong relationships with families.	1								
1420	111	4	2	5	b	0	Reviews the effectiveness of family involvement activities and modifies as needed.									

Core Competencies with Indicators

1421	111	4	2	5	b	1	Evaluates every family involvement event or activity with a short survey or interview.	1							1
1422	111	4	2	5	b	2	Reviews the effectiveness of family involvement activities and family advisory groups and recommends changes, as needed.	1							1
1423	111	4	2	5	b	3	Plans/conducts family meetings or events based on feedback or evaluation results.	1							
1424	111	4	2	5	b	4	Determines the needs and concerns of families using a variety of means, including questionnaires, program assessments, dialogue, online surveys, and staff observations.	1							
1425	111	4	2	5	b	5	Conducts Strengthening Family self-assessment and makes programmatic changes, as needed.	1							1
1426	112	4	3	1	a	0	Recognizes and uses community resources to support and assist families.								
1427	112	4	3	1	a	1	Recognizes the community as a resource for service, learning experiences, and volunteers.	1							
1428	112	4	3	1	a	2	Recruits, monitors, and supports community volunteers.	1							1
1429	112	4	3	1	a	3	Understands the role of volunteers.	1							
1430	112	4	3	1	a	4	Recognizes volunteers as a valuable community resource.	1							
1431	112	4	3	1	a	5	Works cooperatively and appropriately with volunteers and community partners.	1							
1432	112	4	3	1	a	6	Gathers information about community resources.	1							
1433	112	4	3	1	a	7	Values and uses community resources that support and assist children, youth, and families.	1							
1434	113	4	3	2	a	0	Identifies the larger community context in which children, youth, and families live.								
1435	113	4	3	2	a	1	Participates in community needs assessments.	1							1
1436	113	4	3	2	a	2	Gathers information about community diversity.	1							
1437	113	4	3	2	a	3	Plans field trips to community organizations, exhibits, special events that represent various cultures and are developmentally appropriate.			1	1	1			1
1438	113	4	3	2	a	4	Invites community organizations, exhibits, special events that represent various cultures and are developmentally appropriate to the program.	1							

Core Competencies with Indicators

1439	114	4	3	2	b	0	Builds relationships within communities using appropriate services and resources, including technology.									
1440	114	4	3	2	b	1	Identifies community agencies providing assistance for children, youth, and families and facilitates appropriate referrals.	1								1
1441	114	4	3	2	b	2	Recognizes the community as a resource for physical, cognitive, language/communication, social/emotional, and creative experiences.	1								
1442	114	4	3	2	b	3	Connects families with parenting materials, websites, support groups, and community resources specific to their children's needs.	1								
1443	114	4	3	2	b	4	Supports families in obtaining clear and understandable information on legal rights, special needs, and developmental concerns.	1								
1444	114	4	3	2	b	5	Seeks community resources to provide support for families' linguistic needs (e.g., translated materials, translator at conferences).	1								
1445	114	4	3	2	b	6	Uses community resources to support families.	1								
1446	115	4	3	3	a	0	Establishes positive relationships with community partners.									
1447	115	4	3	3	a	1	Participates in community education and outreach efforts that benefit children, youth, and families.	1								
1448	115	4	3	3	a	2	Partners with families to identify community resources specific to their needs.	1								
1449	115	4	3	3	a	3	Establishes positive relationships with community partners to facilitate the referral process for families.	1								
1450	115	4	3	3	a	4	Follows program policies and procedures about referring families for support and assistance.	1								
1451	115	4	3	3	a	5	Assists with community outreach and mobilization.	1								1
1452	115	4	3	3	a	6	Participates in community asset mapping and needs assessments.	1								1
1453	115	4	3	3	a	7	Engages in ongoing communication year-round with community partners.	1								

Core Competencies with Indicators

1454	115	4	3	3	a	8	Promotes public awareness about family and youth development.						1		1
1455	115	4	3	3	a	9	Builds effective working relationships with families, partners, and volunteers.	1							
1456	116	4	3	4	a	0	Develops partnerships with community members to support learning, development, and well-being of children and youth.								
1457	116	4	3	4	a	1	Develops relationships with community partners and provides children, youth, and families with resource information.	1							
1458	116	4	3	4	a	2	Collaborates with other community agencies to provide support for individual families in transition or crisis.	1							1
1459	116	4	3	4	a	3	Develop contingency plans in conjunction with community agencies for individual families in transition or crisis.	1							1
1460	116	4	3	4	a	4	Involves and supports families in development of Individual Family Service Plans (IFSPs) and Individual Education Plans (IEPs).	1							1
1461	116	4	3	4	a	5	Facilitates effective communication between family members and service providers.	1							
1462	116	4	3	4	a	6	Gathers/prepares written documentation about children/youth progress toward goals and outcomes to share with authorized community members.	1							
1463	116	4	3	4	a	7	Collaborates with intervention team in developing individual plans.	1							
1464	116	4	3	4	a	8	Implements recommendations of the intervention team.	1							
1465	116	4	3	4	a	9	Consults regularly with family members and service providers on child's progress.	1							
1466	116	4	3	4	a	10	Partners with community organizations that provide physical, cognitive, language /communication, social/emotional, and creative experiences for children and youth.	1							
1467	116	4	3	4	a	11	Utilizes community agencies that work with specific cultures, ethnicities, religions.	1							
1468	116	4	3	4	a	12	Implements and supports community volunteer programs including appropriate training, as needed.	1							1

Core Competencies with Indicators

1469	117	4	3	4	b	0	Recognizes the influence of community norms on relationships, environment, and learning.							
1470	117	4	3	4	b	1	Understands that socialization begins with the family, in which children and youth first learn community norms.	1						
1471	117	4	3	4	b	2	Understands that community norms are shared beliefs about what is acceptable, unacceptable, right, and wrong (e.g., drunk driving is universally seen as unacceptable).	1						
1472	117	4	3	4	b	3	Understands that community norms shape parenting and childrearing practices.	1						
1473	118	4	3	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting relationships within communities.							
1474	118	4	3	5	a	1	Collaborates with other community agencies to research and communicate information on children and youth development.	1						
1475	118	4	3	5	a	2	Develops and implements strategies to strengthen community relationships through a greater understanding and engagement of staff, children, youth, families, and community stakeholders.	1						
1476	118	4	3	5	a	3	Evaluates collaborations and partnerships that support families.	1						
1477	118	4	3	5	a	4	Analyzes results of collaboration and partnerships through evaluation.	1						
1478	118	4	3	5	a	5	Articulates effectiveness of collaborations.	1						1
1479	118	4	3	5	a	6	Modifies collaborations based on findings.	1						1
1480	118	4	3	5	a	7	Works to develop community partnerships to expand or enhance resources for children, youth, families, and the program.	1						
1481	118	4	3	5	a	8	Develops and maintains a volunteer management system, as needed.	1						
1482	118	4	3	5	a	9	Investigates issues surrounding volunteerism.	1						
1483	119	4	3	5	b	0	Represents children and youth in collaborative community endeavors to support learning, development, and well-being.							
1484	119	4	3	5	b	1	Networks and represents the interests of early childhood education in community collaborations.		1	1	1			1
1485	119	4	3	5	b	2	Builds community partnerships to expand or enhance resources for children, youth, families, and the program.	1						

Core Competencies with Indicators

1486	119	4	3	5	b	3	Engages diverse stakeholders to develop strategies to meet the identified needs of families in the community.	1							1
1487	119	4	3	5	b	4	Represents the youth development field in collaborative community endeavors.						1		1
1488	119	4	3	5	b	5	Networks with professionals in the field on youth development and other related fields.						1		1
1489	119	4	3	5	b	6	Develops and maintains relationships with other disciplines and specialties in related fields.	1							
1490	120	5	1	1	a	0	Protects others by following health and safety regulations and policies.								
1491	120	5	1	1	a	1	Supervises children's and youth's activities at all times to avoid negative health or safety consequences.	1							
1492	120	5	1	1	a	2	Ensures that all spaces indoors and outdoors can be easily supervised (no large shelves blocking the view or hidden corners) and assures all areas are supervised.	1							
1493	120	5	1	1	a	3	Demonstrates ability to use regulations and policies to answer own questions about health and safety requirements.	1							
1494	120	5	1	1	a	4	Performs daily safety check of the environment, inside and outside, and removes hazards immediately.	1							
1495	120	5	1	1	a	5	Documents observations of health and safety related concerns and injuries.	1							
1496	120	5	1	1	a	6	Reads and complies with health and safety regulations at all times.	1							
1497	120	5	1	1	a	7	Reports and corrects health and safety risks.	1							
1498	120	5	1	1	a	8	Checks environment/equipment regularly to ensure that individuals can work and play safely and removes any hazards immediately.	1							
1499	120	5	1	1	a	9	Performs a daily health check on each child and youth upon arrival and documents concerns.	1							
1500	120	5	1	1	a	10	Completes paperwork related to injuries/illness, as required.	1							
1501	120	5	1	1	a	11	Ensures that family members and other authorized individuals (e.g., supervisor/administrator) are informed of injuries or emergencies.	1							

Core Competencies with Indicators

1502	120	5	1	1	a	12	Notifies appropriate authorities (e.g., supervisors/administrators, police, etc.) when unknown persons enter the indoor or outdoor facility.	1								
1503	120	5	1	1	a	13	Follows regulations, policies, and procedures regarding how to safely transport children.	1								
1504	120	5	1	1	a	14	Follows program policies and procedures to ensure release to only authorized persons and requires identification before releasing child/youth to unknown person.	1								
1505	120	5	1	1	a	15	Demonstrates and maintains current basic first aid and CPR certification (infant, child, and adult).	1								
1506	120	5	1	1	a	16	Demonstrates ability to safely assist a child/youth in case of injury including serious injury.	1								
1507	120	5	1	1	a	17	Maintains and uses emergency supplies and equipment, as needed.	1								
1508	120	5	1	1	a	18	Identifies the purpose of basic safety supplies and equipment and where they are kept.	1								
1509	120	5	1	1	a	19	Comprehends and adheres to supervision and ratio requirements and policies at all times and notifies appropriate parties (e.g., supervisor, administrator, licensing representative, etc.) when the program is out of ratio for any reason.	1								
1510	120	5	1	1	a	20	Explains how adult/child ratios are related to the ability to appropriately supervise and care for children/youth and the increased risks for children and youth when ratios are exceeded.	1								
1511	120	5	1	1	a	21	Seeks help from other adults when a problem with group size or capacity consistently occurs.	1								
1512	120	5	1	1	a	22	Demonstrates awareness of and posts food allergies in a confidential manner	1								
1513	120	5	1	1	a	23	Is aware of medical and behavioral conditions of children and youth.	1								
1514	121	5	1	1	b	0	Identifies, documents, and reports suspected child abuse and neglect as mandated by law.									

Core Competencies with Indicators

1515	121	5	1	1	b	1	Performs the mandated reporter role for child abuse and neglect.	1						
1516	121	5	1	1	b	2	Prioritizes the welfare of the child.	1						
1517	121	5	1	1	b	3	Maintains the confidentiality of child abuse and neglect information.	1						
1518	121	5	1	1	b	4	Follows written procedures regarding documenting and reporting child abuse and neglect.	1						
1519	121	5	1	1	b	5	Documents observed injuries to and behaviors of children/youth that indicate suspected child abuse and neglect.	1						
1520	121	5	1	1	b	6	Cooperates with authorities who are investigating reports of child abuse or neglect.	1						
1521	122	5	1	1	c	0	Responds calmly and effectively to a crisis.							
1522	122	5	1	1	c	1	Keeps important phone numbers handy in case of emergency (e.g., 911, Poison Control)	1						
1523	122	5	1	1	c	2	Keeps first aid kit within easy reach indoors, outdoors, and when away from the program.	1						
1524	122	5	1	1	c	3	Posts, practices, and carries out emergency plans and drills (e.g., fire, severe weather, evacuation, and lockdown).	1						
1525	122	5	1	1	c	4	Demonstrates knowledge of disaster/crisis plans, knows signals, and participates in required drills.	1						
1526	122	5	1	1	c	5	Remains calm and comforts children and youth who are disturbed by drills.	1						
1527	122	5	1	1	c	6	Notifies family members that drills have been held.	1						
1528	122	5	1	1	c	7	Demonstrates ability to safely assist a child/youth in case of injury, including serious injury.	1						
1529	122	5	1	1	c	8	Demonstrates and maintains current basic first aid and CPR certification (infant, child, and adult).	1						
1530	122	5	1	1	c	9	Follows disaster preparedness plan.	1						
1531	123	5	1	1	d	0	Practices safety awareness including personal safety.							
1532	123	5	1	1	d	1	Has security measures in place if ever alone on the premises with or without children present.	1						
1533	123	5	1	1	d	2	Keeps personal safety in mind when entering and exiting the facility.	1						1

Core Competencies with Indicators

1534	123	5	1	1	d	3	Plans for at least two staff members to be onsite at all times.	1						1	1
1535	124	5	1	2	a	0	Communicates and follows emergency preparedness plans.								
1536	124	5	1	2	a	1	Communicates program policies and procedures related to emergency, illness, and injury to others, including responsible adults and family members.	1							
1537	124	5	1	2	a	2	Remains calm in emergency situations and when communicating to others during an emergency.	1							
1538	124	5	1	2	a	3	Ensures that all emergency, illness, and injury procedures are completed, including notification of appropriate parties (e.g., supervisors, board, administrators, etc.), paper work, communication with family members, etc.	1							
1539	124	5	1	2	a	4	Explains emergency procedures to all relevant parties (e.g., licensing personnel, entry-level staff, family members, volunteers, and children/youth).	1							
1540	124	5	1	2	a	5	Uses diagrams, pictures, and words understood by children, youth, and adults to post instructions for emergency procedures.	1							
1541	124	5	1	2	a	6	Reviews emergency procedures often with appropriate parties (e.g., children/youth, family members, co-workers, volunteers, etc.).	1							
1542	124	5	1	2	a	7	Verifies through questions, discussions, and drills that children and youth understand emergency procedures, as age appropriate.			1	1	1			1
1543	124	5	1	2	a	8	Talks to children and youth about the benefits of practicing for emergencies.			1	1	1			
1544	124	5	1	2	a	9	Uses curriculum and hands on activities to enhance children's and youth's ability to recognize and follow emergency practices.			1	1	1			
1545	124	5	1	2	a	10	Assists in assessments of program for health and safety to determine level of emergency preparedness.	1							
1546	124	5	1	2	a	11	Informs appropriate parties (e.g., supervisor/administrator, coaches, consultants, mentors, instructors) of concerns regarding emergency preparedness.	1							

Core Competencies with Indicators

1547	124	5	1	2	a	12	Suggests and/or supports improvements for emergency preparedness.	1							
1548	124	5	1	2	a	13	Ensures safety equipment and safety supplies are accessible and functional.	1							
1549	124	5	1	2	a	14	Identifies and maintains basic supplies and equipment needed to carry out emergency plans.	1							
1550	124	5	1	2	a	15	Demonstrates the use of safety equipment by knowing how to use the equipment quickly and correctly.	1							
1551	124	5	1	2	a	16	Practices procedures for fires and other emergencies, including safety procedures for children and youth with diverse needs and abilities.	1							
1552	124	5	1	2	a	17	Incorporates play materials to help familiarize children with common emergencies and reduce fear of emergency personnel.			1	1				
1553	124	5	1	2	a	18	Practices use of emergency escape routes at varying times of the day, as appropriate.	1							
1554	124	5	1	2	a	19	Assists with and involves youth in health and safety assessments					1			1
1555	125	5	1	2	b	0	Promotes risk management practices using appropriate services and resources, including technology.								
1556	125	5	1	2	b	1	Follows regulations and policies regarding inclusion.	1							
1557	125	5	1	2	b	2	Scans environment regularly, with safety in mind.	1							
1558	125	5	1	2	b	3	Demonstrates knowledge of the Americans with Disability Act (ADA) regulations and knows how to access resources to answer questions.	1							
1559	125	5	1	2	b	4	Follows individualized education plans for children and youth.	1							
1560	125	5	1	2	b	5	Makes reasonable accommodations for children, youth, and staff with diverse needs and abilities with the support of administration.	1							1
1561	125	5	1	2	b	6	Explains adaptations and accommodations to all appropriate parties.	1							
1562	126	5	1	2	c	0	Ensures adherence to health and safety regulations and policies.								
1563	126	5	1	2	c	1	Identifies and reports problems regarding supervision and inadequate staff/child ratios.	1							

Core Competencies with Indicators

1564	126	5	1	2	c	2	Anticipates problems related to staff/child ratio (e.g., knows that a child who is scheduled to arrive later will put the classroom out of ratio) and corrects the situation by requesting additional help/staff.	1						
1565	126	5	1	2	c	3	Documents incidents of emergencies, illness, and injuries in a timely manner.	1						
1566	126	5	1	2	c	4	Ensures each child and youth uses technology and media in a safe manner, including social networking sites.				1	1		1
1567	126	5	1	2	c	5	Ensures adherence to regulations and policies regarding the role of mandated reporter.	1						
1568	126	5	1	2	c	6	Monitors and immediately responds to violations of health and safety regulations, policies, or procedures.	1						
1569	126	5	1	2	c	7	Documents emergency procedures in a written format that is easily understood by other adults associated with the program	1						
1570	126	5	1	2	c	8	Maintains updated health and safety records at all times (e.g., tracks monthly drills, tests equipment, checks first aid supplies/kits, tracks immunizations, health forms, etc.)	1						
1571	127	5	1	3	a	0	Develops procedures and emergency preparedness plans.							
1572	127	5	1	3	a	1	Includes emergency procedures in orientation materials (e.g., parent handbook, program policy and procedures, etc.).	1						1
1573	127	5	1	3	a	2	Writes emergency procedures that are inclusive of all ages and abilities of persons involved with the program to ensure success.	1						
1574	127	5	1	3	a	3	Reviews, revises, and updates emergency procedures based on appropriate requirements at least annually.	1						
1575	127	5	1	3	a	4	Updates policies and procedures, as needed, to protect adult and child health and safety.	1					1	1
1576	127	5	1	3	a	5	Collaborates with community partners to develop and implement regulations, policies, and procedures.	1						
1577	127	5	1	3	a	6	Develops policies and procedures for proper response to a wide range of emergencies (including food-related, behavioral, medical etc...).	1					1	1
1578	127	5	1	3	a	7	Develops field trip policies and procedures to ensure safety.	1						

Core Competencies with Indicators

1579	127	5	1	3	a	8	Encourages staff to provide input about concerns or suggestions to improve emergency procedures.	1							
1580	127	5	1	3	a	9	Seeks research, advice, and approval from regulatory authorities such as the Occupational Safety and Health Administration (OSHA), the Fire Marshal and Licensing, before making changes to existing practices that are subject to law or regulation.	1							
1581	128	5	1	3	b	0	Develops and implements systems for documentation and notification of suspected child abuse and neglect, in accordance with state law.								
1582	128	5	1	3	b	1	Establishes and follows procedures for documentation and notification of suspected abuse and neglect.	1							
1583	128	5	1	3	b	2	Notifies families about mandated reporter role in orientation materials, newsletters, etc.	1							
1584	128	5	1	3	b	3	Provides training on policies and procedures for adults working with the program (e.g., mandated reporting status, recording objective and factual documentation, and maintaining confidentiality).	1							
1585	128	5	1	3	b	4	Monitors the reporting of suspected abuse/neglect to ensure that all procedures have been followed.	1							
1586	128	5	1	3	b	5	Revises and updates policies and procedures, as necessary.	1							1
1587	128	5	1	3	b	6	Provides training for appropriate parties (e.g., families, staff, volunteers, board members, etc.) related to recognizing and reporting abuse/neglect.	1							
1588	128	5	1	3	b	7	Provides access to information about abuse/neglect, in the form of articles, brochures, posters, presentations, etc.	1							
1589	128	5	1	3	b	8	Supports those (e.g., staff, volunteers, or family members) who report suspected abuse/neglect.	1							
1590	128	5	1	3	b	9	Helps youth, families, staff, and others recognize and report abuse and neglect.						1		1
1591	128	5	1	3	b	10	Develops policies and procedures for how to handle those (e.g., staff or volunteers) who are suspected of abuse.	1							

Core Competencies with Indicators

1592	129	5	1	4	a	0	Articulates and monitors adherence to policies and regulations pertaining to health and safety.								
1593	129	5	1	4	a	1	Participates in learning opportunities designed to enhance an understanding of the laws and regulations impacting children, youth, and families.	1							
1594	129	5	1	4	a	2	Identifies and adheres to laws and regulations that pertain to children, youth, and families such as the Americans with Disabilities Act (ADA), mandated reporter status, seat belt, child care regulation, etc.	1							
1595	129	5	1	4	a	3	Understands the purpose of laws and regulations to protect the health, safety, and well-being of children, youth, and families.	1							
1596	129	5	1	4	a	4	Articulates how policies, procedures and practices are influenced by law.	1							
1597	129	5	1	4	a	5	Advocates for changes in policies and regulations, as appropriate.	1							
1598	129	5	1	4	a	6	Uses code of ethics to monitor violations of regulations.	1							
1599	129	5	1	4	a	7	Articulates knowledge of ethical standards and the relationship to regulatory responsibility to protect children and youth from harm.	1							
1600	129	5	1	4	a	8	Demonstrates ethical behavior when responding to known violations of regulations and interacting with regulatory personnel.	1							
1601	129	5	1	4	a	9	Identifies and discusses potential regulatory noncompliance with responsible authority and assists with correction.	1							
1602	129	5	1	4	a	10	Reports unresolved regulatory noncompliance or potential significant noncompliance to appropriate authorities.	1							
1603	129	5	1	4	a	11	Conducts self-assessments of facility for licensing, accreditation, and other quality initiatives.	1							1
1604	130	5	1	4	b	0	Anticipates and plans for potential risks to protect children, youth, and adults.								
1605	130	5	1	4	b	1	Develops and documents contingency plans to meet supervision and ratio requirements in all situations.	1							1

Core Competencies with Indicators

1606	130	5	1	4	b	2	Provides input about factors that make it difficult to maintain ratios and how to correct ratio situations.	1							1
1607	130	5	1	4	b	3	Analyzes children's attendance patterns periodically, adjusting adult schedules as needed.	1							1
1608	130	5	1	4	b	4	Avoids problems related to exceeding staff/child ratio by sharing with staff and parents information about the importance of schedules and back up plans to maintain staff/child ratios.	1							1
1609	130	5	1	4	b	5	Demonstrates good working relationship with staff and families so that staff and parents understand when a schedule change cannot be accommodated by the facility due to staff/child ratios.	1							1
1610	130	5	1	4	b	6	Designs a contingency plan to maintain ratios, which may include hiring additional staff, utilizing substitutes from a temporary service, paying overtime wages, etc.	1					1		1
1611	130	5	1	4	b	7	Ensures that all adults know the protocol to follow to address problems related to ratios.	1							
1612	130	5	1	4	b	8	Maintains records to document that correct ratios are met at all times.	1							
1613	130	5	1	4	b	9	Develops contingency plans to respond to natural disasters and other emergencies.	1							1
1614	130	5	1	4	b	10	Documents emergency procedures in a written format that is easily understood by all adults associated with the program	1							1
1615	130	5	1	4	b	11	Writes emergency procedures that are inclusive of all ages and abilities of persons involved with the program to ensure success.	1							1
1616	130	5	1	4	b	12	Reviews and revises emergency procedures required or suggested by licensing at least annually.	1							1
1617	130	5	1	4	b	13	Encourages staff to provide input about concerns or suggestions to improve emergency procedures.	1							1

Core Competencies with Indicators

1618	130	5	1	4	b	14	Seeks research, advice, and approval from regulatory authorities such as Occupational Health and Safety Administration (OSHA), the Fire Marshal, and Licensing before making changes to existing practices that are subject to law or regulation.	1							1	
1619	130	5	1	4	b	15	Maintains updated records at all times.	1								
1620	130	5	1	4	b	16	Demonstrates ability to supervise and monitor staff in order to teach good caregiving practices including active supervision and maintaining staff/child ratios.	1								1
1621	131	5	1	4	c	0	Assesses how regulations, policies, and procedures affect the program.									
1622	131	5	1	4	c	1	Evaluates use of services and resources, including technology, to reduce risks and promote the health and safety of children and youth.	1								
1623	131	5	1	4	c	2	Utilizes regulations and policies regularly with appropriate parties (e.g., staff, volunteers and families) to ensure understanding of the requirements and how they affect the health, safety and well-being of children and youth.	1								
1624	131	5	1	4	c	3	Identifies program strengths and reviews documentation of noncompliance with appropriate parties (e.g., staff, volunteers, and family members) associated with the program to build understanding and support for necessary changes to obtain and maintain compliance with regulations.	1								
1625	131	5	1	4	c	4	Assesses the types of noncompliance to identify possible program system causes (such as the staff hiring and screening process, training and supervision process) that need strengthening to correct safeguards for children and youth.	1								1
1626	131	5	1	4	c	5	Engages youth and families in the development and/or revision of health and safety procedures.						1			
1627	131	5	1	4	c	6	Participates in the revision of regulations and standards to elevate the field.	1								

Core Competencies with Indicators

1628	131	5	1	4	c	7	Actively serves on committees to assist in researching and recommending improvements to laws or standards that are in the best interest of children, youth, and families.	1							
1629	131	5	1	4	c	8	Advocates for changes in laws and regulations based on current research and best practices that benefit children, youth, and families.	1							
1630	131	5	1	4	c	9	Conducts regular self-assessment of facility.	1							
1631	131	5	1	4	c	10	Observes daily practices, making recommendations for improvements related to licensing and accreditation.	1							
1632	131	5	1	4	c	11	Arranges for educators, coaches, and peers to observe in the program and encourages them to make recommendations for improvement.	1							1
1633	131	5	1	4	c	12	Develops a program improvement action plan based on observations.	1							1
1634	131	5	1	4	c	13	Arranges for appropriate parties (e.g., peers, coaches, staff, etc.) to collaborate on self-assessment of the program.	1							
1635	131	5	1	4	c	14	Collects and maintains documents necessary to sustain licensing and accreditation.	1							1
1636	131	5	1	4	c	15	Arranges for mock review of program prior to the arrival of assigned review team or outside observers.	1						1	1
1637	131	5	1	4	c	16	Analyzes and corrects deficiencies found in supervision, health, and safety assessments.	1							
1638	132	5	1	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting risk management practices.								
1639	132	5	1	5	a	1	Bases decisions related to safety on current research and best practices that meet or exceed requirements (e.g., all "Keep out of Children's Reach" products kept in locked storage, storage closets locked, etc.).	1							1
1640	132	5	1	5	a	2	Articulates how theory, research, and policy related to safety influence program practices.	1							
1641	132	5	1	5	a	3	Adapts curriculum and environment, as appropriate, in response to emerging theory/research related to safety.	1							

Core Competencies with Indicators

1642	132	5	1	5	a	4	Evaluates use of services and resources to facilitate knowledge of risk management.	1							
1643	132	5	1	5	a	5	Evaluates and updates risk management plans annually.	1							
1644	132	5	1	5	a	6	Evaluates policies related to the health and safety of children, youth, and adults to ensure regulations are met.	1							
1645	133	5	2	1	a	0	Recognizes and maintains safe indoor and outdoor areas.								
1646	133	5	2	1	a	1	Corrects unsafe conditions/equipment or notifies supervisor/administrators immediately (e.g., ensures outlets are covered, stairs not accessible, kitchen not accessible).	1							
1647	133	5	2	1	a	2	Ensures that passages and exits are clear at all times.	1							
1648	133	5	2	1	a	3	Keeps medications, cleaning products, and substances labeled "Keep out of children's reach" in locked storage.	1							
1649	133	5	2	1	a	4	Reports any safety concerns to authorized individuals or appropriate personnel.	1							
1650	133	5	2	1	a	5	Selects safe, non-violent, age and developmentally appropriate toys, materials, and equipment for activities.	1							
1651	133	5	2	1	a	6	Monitors condition of materials in the environment.	1							
1652	133	5	2	1	a	7	Discards materials or equipment that are damaged or recalled by manufacturer for safety concerns.	1							
1653	133	5	2	1	a	8	Notifies authorized individuals or administrators of need to replace discarded materials.	1							
1654	134	5	2	1	b	0	Follows safe practices.								
1655	134	5	2	1	b	1	Actively interacts with children to ensure safety both indoors and outdoors.	1							
1656	134	5	2	1	b	2	Accounts for children and youth by keeping head count and by name.	1							
1657	134	5	2	1	b	3	Remains in view of infants and toddlers at all times.		1	1					
1658	134	5	2	1	b	4	Positions self so that children and youth are visible and/or within hearing range.				1	1			
1659	134	5	2	1	b	5	Joins children and youth in play and exploration, continuously monitoring the environment for potential hazards.	1							
1660	134	5	2	1	b	6	Directs children and youth away from any unsafe area or situation.	1							

Core Competencies with Indicators

1661	134	5	2	1	b	7	Teaches and models simple safety precautions and rules to children and youth and enforces rules consistently.	1							
1662	134	5	2	1	b	8	Follows both safe sleep and back to sleep procedures.		1						
1663	134	5	2	1	b	9	Follows safety procedures on field trips.				1	1			
1664	134	5	2	1	b	10	Avoids field trips with infants and toddlers.		1	1					
1665	134	5	2	1	b	11	Remains within arm's reach of infants and toddlers when they are eating or drinking.		1	1					
1666	135	5	2	2	a	0	Assesses and adapts environments, including when away from the facility, to ensure the safety of children and youth.								
1667	135	5	2	2	a	1	Maintains a safe environment, including equipment and materials, to prevent and reduce injuries.	1							
1668	135	5	2	2	a	2	Explains to children, youth, and adults what is necessary for a safe environment.	1							
1669	135	5	2	2	a	3	Promotes safe behaviors from children and youth.			1	1	1			
1670	135	5	2	2	a	4	Works to minimize injuries, such as separate playground times/spaces for various age groups, appropriate fall zones, adequate surfacing, keeping products labeled "Keep out of Reach of Children" in a locked cabinet, etc.	1							
1671	135	5	2	2	a	5	Examines toys, equipment, materials for damage on a continuous basis and discards/repairs/and or replaces as appropriate.	1							
1672	135	5	2	2	a	6	Reports safety issues/concerns to appropriate parties.	1							
1673	135	5	2	2	a	7	Assesses environments for hazards and unsafe situations regularly.	1							
1674	135	5	2	2	a	8	Adapts the indoor and outdoor environments to maximize the individual safety of each child and youth.	1							
1675	135	5	2	2	a	9	Promotes independence for all children and youth, regardless of ability.	1							
1676	135	5	2	2	a	10	Assesses the program environment to ensure that children and youth who have diverse needs and abilities are able to participate fully in every aspect of the program.	1							
1677	135	5	2	2	a	11	Arranges furniture, equipment, materials to meet the needs of children and youth who have diverse needs and abilities.	1							

Core Competencies with Indicators

1678	135	5	2	2	a	12	Recommends and makes modifications to playground equipment and activities to permit children and youth with diverse needs and abilities to participate.	1							
1679	135	5	2	2	a	13	Plans and implements safe field trips.				1	1			
1680	135	5	2	2	a	14	Follows program's policies and procedures regarding field trips.				1	1			
1681	135	5	2	2	a	15	Recognizes that field trips require careful planning and organization.				1	1			1
1682	135	5	2	2	a	16	Selects age-appropriate destinations for field trips.				1	1			1
1683	135	5	2	2	a	17	Visits the destination in advance to determine best methods for ensuring a safe trip.				1	1			
1684	135	5	2	2	a	18	Ensures adequate adult/child ratios appropriate for the age group and destination of the field trip.				1	1			1
1685	135	5	2	2	a	19	Ensures that all materials essential to a safe trip are assembled, including permission slips, first aid kit, roll call/attendance sheet with current emergency numbers, water, snacks, etc.				1	1			1
1686	135	5	2	2	a	20	Develops lesson plans that prepare children for the trip in advance highlighting potential safety issues.				1	1			
1687	135	5	2	2	a	21	Uses head counting and observation of all children and youth when departing, throughout the trip, upon departure, and on return.				1	1			
1688	135	5	2	2	a	22	Checks vehicle(s) to ensure that all children and youth have exited at the destination and on the return to the program.				1	1			
1689	135	5	2	2	a	23	Assesses playground to ensure that equipment (stationary and portable) meets current safety standards for surfacing, fall zone lengths, spacing of equipment, and type of equipment for each age group.	1							
1690	135	5	2	2	a	24	Maintains separate playgrounds for various age groups.	1							
1691	135	5	2	2	a	25	For field trips that require transportation, ensures state laws are followed, and vehicle does not exceed occupancy limits.			1	1	1			1
1692	135	5	2	2	a	26	Avoids field trips with infants and toddlers.		1	1					
1693	136	5	2	2	b	0	Plans experiences to keep children and youth safe.								

Core Competencies with Indicators

1694	136	5	2	2	b	1	Teaches simple safety precautions and rules to children and youth and enforces rules consistently.	1							
1695	136	5	2	2	b	2	Identifies basic safety precautions and rules that a given age group can master.	1							
1696	136	5	2	2	b	3	Plans lessons/experiences that teach children and youth safe practices through books, discussion, or rehearsal of skills.			1	1	1			
1697	136	5	2	2	b	4	Investigates and shares up-to-date safety information and resources with families, including attending trainings and accessing information regarding safety issues and resources.	1							
1698	136	5	2	2	b	5	Consults with local health and safety agencies/organizations (e.g., hospitals, fire departments, health departments, etc.) regarding concerns related to safety and teaching/training opportunities.	1							
1699	136	5	2	2	b	6	Uses a variety of methods to offer safety information to families, including presentations at parent meetings; referrals to community resources; distribution of posters/brochures/handouts, etc.	1							
1700	136	5	2	2	b	7	Monitors characteristics of a safe environment, including equipment and materials to prevent and reduce injuries.	1							
1701	137	5	2	2	c	0	Promotes safety using appropriate services, resources, and technology.								
1702	137	5	2	2	c	1	Uses sign in and out systems (e.g., paper/pencil, computer-based, fingerprint technology) to keep track of attendance and those authorized to pick up children and youth.	1							
1703	137	5	2	2	c	2	Uses systems to monitor staff/child ratio to ensure ratio is always maintained.	1							
1704	137	5	2	2	c	3	Uses communication systems (e.g., phones, intercoms, walkie talkies) so appropriate parties can communicate without leaving the children/youth unattended.	1							
1705	138	5	2	3	a	0	Creates safe environments and procedures for children, youth and adults.								
1706	138	5	2	3	a	1	Creates indoor/outdoor environments and selects equipment and materials to minimize risk.	1							

Core Competencies with Indicators

1707	138	5	2	3	a	2	Utilizes national playground safety guidelines (Consumer Product Safety Commission) to ensure safe outdoor play areas.	1						
1708	138	5	2	3	a	3	Evaluates the selection and design of the environment to identify needed improvements and makes changes as necessary.	1						
1709	138	5	2	3	a	4	Modifies the program's environment, as needed, to ensure that it meets all appropriate standards.	1						
1710	138	5	2	3	a	5	Plans strategies to prevent potential indoor and outdoor safety hazards.	1						
1711	138	5	2	3	a	6	Facilitates youth participation in a process to identify and assess environmental issues.					1		1
1712	138	5	2	3	a	7	Allows opportunities for youth to help improve environmental issues					1		1
1713	138	5	2	3	a	8	Develops policies and procedures for environmental safety.	1						
1714	139	5	2	4	a	0	Collaborates with others to ensure adherence to the safety of children and youth.							
1715	139	5	2	4	a	1	Collaborates with community partners to develop and implement strategies for improving the safety of children and youth.	1						
1716	139	5	2	4	a	2	Identifies and communicates concerns/needs to appropriate individuals or groups.	1						1
1717	139	5	2	4	a	3	Educates family members about risk factors for children/youth at home and school.	1						
1718	139	5	2	4	a	4	Educates families about environmental safety issues and provides opportunities for families to assess/address risks.	1						
1719	139	5	2	4	a	5	Communicates with business/government leaders and professional organizations regarding risks/needs related to environmental safety.	1						
1720	139	5	2	4	a	6	Participates in community groups to develop and implement strategies for improving the environmental safety of facilities serving children and youth.	1						
1721	139	5	2	4	a	7	Researches current trends in safeguarding children and youth from environmental hazards.	1						

Core Competencies with Indicators

1722	139	5	2	4	a	8	Meets regularly with leaders of businesses/agencies/government to discuss community issues related to environmental safety.	1							
1723	139	5	2	4	a	9	Attends planning/zoning meetings to represent children's/youth's needs related to environmental safety.	1							
1724	139	5	2	4	a	10	Participates in professional organizations to help improve regulation and quality improvement efforts.	1							
1725	139	5	2	4	a	11	Identifies opportunities to fund environmental safety improvements.	1							
1726	139	5	2	4	a	12	Identifies environmental safety needs of program or community such as need for playground/park improvements, fire sprinkler upgrades, lead paint removal, sidewalk repair, asbestos removal, etc.	1							
1727	139	5	2	4	a	13	Collaborates with other agencies to identify and request funds for environmental improvements.	1							
1728	139	5	2	4	a	14	Participates in funding decisions (e.g., by serving as a grant reader for funding initiatives).	1							
1729	140	5	2	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy protecting children and youth.								
1730	140	5	2	5	a	1	Identifies and pursues opportunities to fund safety improvements.	1							
1731	140	5	2	5	a	2	Continuously assesses and modifies program/environment to meet updated guidelines.	1							
1732	140	5	2	5	a	3	Supports and communicates environmental decisions by citing current theory, research, and policy on safety.	1							
1733	140	5	2	5	a	4	Shares information related to environmental safety through articles, parent meetings, conference presentations, etc.	1							
1734	140	5	2	5	a	5	Evaluates and applies current safety policies and procedures.	1							
1735	141	5	3	1	a	0	Follows practices to support the health of each child and youth.								
1736	141	5	3	1	a	1	Maintains a sanitary environment to promote health and prevent communicable disease.	1							
1737	141	5	3	1	a	2	Teaches children and youth appropriate hand washing techniques.	1							

Core Competencies with Indicators

1738	141	5	3	1	a	3	Follows universal safety precautions.	1							
1739	141	5	3	1	a	4	Attends training on handling and cleaning blood-borne pathogens and other bodily fluids (e.g., mucous, urine, feces).	1							
1740	141	5	3	1	a	5	Ensures necessary supplies are available to handle and clean bodily fluids (e.g., blood, mucous, urine, feces).	1							
1741	141	5	3	1	a	6	Wears gloves during any exposure to bodily fluids (e.g., blood, mucous, urine, feces).	1							
1742	141	5	3	1	a	7	Disposes of paper towels/other materials used in clean-up and bio-hazardous waste (e.g., syringes used to provide medication), by placing them in a sealed bag/container and covered container.	1							
1743	141	5	3	1	a	8	Uses three-step method of sanitation (e.g., wash with soap and water, rinse with plain water, sanitize with bleach or other sanitizing agent) to clean any area contaminated with bodily fluids.	1							
1744	141	5	3	1	a	9	Allows sanitizer to rest on surface for at least two minutes before wiping it away.	1							
1745	141	5	3	1	a	10	Washes child's hands and then own hands separately.	1							
1746	141	5	3	1	a	11	Practices safe diapering and toileting procedures.		1	1	1				
1747	141	5	3	1	a	12	Ensures supplies are accessible before starting diapering/toileting procedure.		1	1	1				
1748	141	5	3	1	a	13	Washes hands before and after diapering/toileting each child.		1	1	1				
1749	141	5	3	1	a	14	Wears disposable gloves during diapering, using a new pair for each child, each time.		1	1	1				
1750	141	5	3	1	a	15	Maintains a separate supply of diapering materials for each child (e.g., diapers, ointments, wipes, etc.).		1	1	1				
1751	141	5	3	1	a	16	Places diapers in plastic bag, then in specified, covered hands-free container.		1	1	1				
1752	141	5	3	1	a	17	Cleans infant and toddler's hands after diapering/toileting (e.g., washes their hands under running water).		1	1					
1753	141	5	3	1	a	18	Uses three-step method of sanitizing (e.g., wash, rinse, sanitize) to clean changing area after each diaper change. Allows bleach solution to rest a minimum of two minutes before wiping away.		1	1	1				

Core Competencies with Indicators

1754	141	5	3	1	a	19	Throws away diaper and removes gloves before handling clean diaper.		1	1	1			
1755	141	5	3	1	a	20	Ensures each child and youth practices oral hygiene.	1						
1756	141	5	3	1	a	21	Monitors and reports the injuries and illnesses of children and youth.	1						
1757	141	5	3	1	a	22	Assesses injury/illness and follows program's emergency procedures.	1						
1758	141	5	3	1	a	23	Ensures that appropriate ratios can be maintained while caring for child and youth.	1						
1759	141	5	3	1	a	24	Contacts appropriate medical services, as needed.	1						
1760	141	5	3	1	a	25	Remains calm while managing the injury/illness.	1						
1761	141	5	3	1	a	26	Reassures injured/ill child/youth, according to individual needs/preferences (e.g., some children may/may not wish to be held, cuddled, hugged, talked to, etc.).	1						
1762	141	5	3	1	a	27	Reassures and supports non-injured children and youth (e.g., calming children's fears).	1						
1763	141	5	3	1	a	28	Ensures that family member is contacted regarding illness/injury, in accordance with program policies/procedures.	1						
1764	141	5	3	1	a	29	Completes paperwork related to injury/illness.	1						
1765	141	5	3	1	a	30	Ensures that safe restroom and personal hygiene procedures are followed.					1		1
1766	141	5	3	1	a	31	Monitors, documents, and reports possible signs of abuse/neglect.	1						
1767	142	5	3	1	b	0	Models healthy lifestyle practices.							
1768	142	5	3	1	b	1	Practices and models appropriate hand washing techniques.	1						
1769	142	5	3	1	b	2	Ensures each child and youth practices appropriate hand washing techniques.	1						
1770	142	5	3	1	b	3	Ensures that soap, running water, and paper towels are accessible at all hand washing sinks.	1						
1771	142	5	3	1	b	4	Follows recommended hand washing guidelines.	1						
1772	142	5	3	1	b	5	Washes hands when entering program or kitchen, after outdoor play with children, after handling pets or touching trash can lids, etc.	1						

Core Competencies with Indicators

1773	142	5	3	1	b	6	Washes hands before and after handling food.	1							
1774	142	5	3	1	b	7	Washes hands after contact with bodily fluids (after toileting, blowing nose, etc.), even when gloves were worn.	1							
1775	142	5	3	1	b	8	Explains importance of hand washing to children and youth and demonstrates techniques.	1							
1776	142	5	3	1	b	9	Models appropriate hand washing techniques throughout the day.	1							
1777	142	5	3	1	b	10	Helps children and youth with hand washing, as necessary (e.g., if child is very young, or has a disability).	1							
1778	142	5	3	1	b	11	Monitors and ensures hand washing (i.e., after toileting or blowing nose, before and after eating, when returning from playground, etc.).	1							
1779	142	5	3	1	b	12	Reviews hand washing procedures with children, as necessary.	1							
1780	142	5	3	1	b	13	Makes hand washing entertaining for children and youth (e.g., sings "Top and bottom, top and bottom, in between, in between, rub them all together, rub them all together, they're all clean, squeaky clean.").	1							
1781	142	5	3	1	b	14	Eats and drinks foods served to children and youth.			1	1	1			
1782	142	5	3	1	b	15	Eats and drinks healthy foods in front of infants.		1						
1783	142	5	3	1	b	16	Ensures that no smoking takes place on or near the facility used for care of children and youth.	1							
1784	143	5	3	1	c	0	Maintains sanitary environments.								
1785	143	5	3	1	c	1	Follows licensing and Child and Adult Care Food Program (CACFP) guidelines for maintaining sanitary environments.	1							
1786	143	5	3	1	c	2	Cleans and sanitizes all surfaces including cooking, serving, and eating surfaces. Allows sanitizer to rest at least two minutes before wiping it away.	1							
1787	143	5	3	1	c	3	Ensures that cooking, eating utensils, cups, and plates are clean and sanitized.	1							
1788	143	5	3	1	c	4	Provides plates to children to avoid them eating directly from the table.	1							
1789	143	5	3	1	c	5	Cleans high chair trays in the same manner as plates and utensils if the tray is used as the eating surface.		1	1					

Core Competencies with Indicators

1790	143	5	3	1	c	6	Reports concerns about the environment to appropriate parties (e.g., supervisor/administrator, board, coach, etc.), as appropriate.	1								
1791	143	5	3	1	c	7	Practices and maintains sanitary food preparation, handling, and storage.	1								
1792	143	5	3	1	c	8	Follows hand washing procedures before preparing or serving food.	1								
1793	143	5	3	1	c	9	Wears gloves while preparing or serving ready to eat foods.	1								
1794	143	5	3	1	c	10	Maintains foods at recommended temperatures.	1								
1795	143	5	3	1	c	11	Stores, refrigerates, or discards leftovers according to Child and Adult Care Food Program recommendations.	1								
1796	143	5	3	1	c	12	Follows guidelines for handling raw meats and uncooked foods.	1								
1797	143	5	3	1	c	13	Follows licensing and Child and Adult Care Food Program guidelines for the cleaning, preparing, storage, and serving of foods.	1								
1798	143	5	3	1	c	14	Discards unrefrigerated bottles after one hour unrefrigerated.		1	1						
1799	143	5	3	1	c	15	Discards jar of baby food if fed from the jar.		1	1						
1800	143	5	3	1	c	16	Promotes safe food handling practices with children and youth (e.g., teaches them to wash their hands before eating and to use serving utensils).	1								
1801	143	5	3	1	c	17	Avoids sitting on the floor to feed or assist children/youth who are eating.	1								
1802	143	5	3	1	c	18	Washes the hands of infants and toddlers prior to feeding (e.g., table food or bottles).		1	1						
1803	144	5	3	2	a	0	Monitors the environment for healthy practices, making improvements as necessary.									
1804	144	5	3	2	a	1	Promotes good health and provides an environment that contributes to the prevention of illness.	1								
1805	144	5	3	2	a	2	Follows recommended procedures/schedules for cleaning toys (especially infant/toddler toys), furniture, materials, equipment, etc. both indoors and out.	1								

Core Competencies with Indicators

1806	144	5	3	2	a	3	Includes children and youth in care of the environment, when appropriate.			1	1	1		
1807	144	5	3	2	a	4	Plans a minimum of one-hour of outdoor play each day, in accordance with licensing regulations.	1						
1808	144	5	3	2	a	5	Communicates the program's policies and procedures regarding health to family members.	1						
1809	144	5	3	2	a	6	Plans lessons/experiences that teach children healthy practices through books, discussion, or rehearsal of hygiene skills.	1						
1810	144	5	3	2	a	7	Seeks information regarding and demonstrates good practice for children and youth with special health care needs.	1						
1811	144	5	3	2	a	8	Reviews enrollment or other paperwork to identify children and youth with health care needs, and informs all necessary parties of findings.	1						1
1812	144	5	3	2	a	9	Seeks information and resources from families, supervisors, medical or other experts to better understand the individual needs and interventions of children and youth.	1						
1813	144	5	3	2	a	10	Follows all recommended procedures for children and youth (e.g., gives maintenance medication, performs therapy as directed, etc.).	1						
1814	144	5	3	2	a	11	Shares relevant information about the health care needs of children and youth with appropriate parties while maintaining confidentiality.	1						
1815	144	5	3	2	a	12	Continuously monitors children and youth to ensure that health care needs are consistently met.	1						
1816	145	5	3	2	b	0	Implements procedures to promote physical health.							
1817	145	5	3	2	b	1	Follows procedures to avoid transmission of communicable diseases.	1						
1818	145	5	3	2	b	2	Participates in training regarding communicable diseases.	1						
1819	145	5	3	2	b	3	Reports any incidence of communicable disease to appropriate parties (e.g., supervisor/administrator, families, and health department), as appropriate.	1						
1820	145	5	3	2	b	4	Excludes ill children/youth as specified in regulation and/or program policy in a respectful manner.	1						

Core Competencies with Indicators

1821	145	5	3	2	b	5	Models proper techniques to reduce transmission of diseases, such as hand washing, regular cleaning of materials/equipment/toys, proper use of sanitizers, etc.	1						
1822	145	5	3	2	b	6	Demonstrates and positively reinforces appropriate practices for children and youth (e.g., sneezing into elbow, rather than hand, using a paper towel to turn off faucet, open door from bathroom).	1						
1823	145	5	3	2	b	7	Follows instructions for administration of medicine and approved medical treatments, including related documentation.	1						
1824	145	5	3	2	b	8	Participates in training or gains knowledge regarding administration of medications and approved medical treatments.	1						
1825	145	5	3	2	b	9	Assures that family members have completed all appropriate paperwork, including providing information about possible side effects/prior reactions to medications, allergies, or treatments.	1						
1826	145	5	3	2	b	10	Establishes a system for safe storage of medications/equipment, in accordance with all relevant regulations.	1						
1827	145	5	3	2	b	11	Follows prescribed schedule/dosage/treatment plan.	1						
1828	145	5	3	2	b	12	Reports any failure in the system to appropriate parties (e.g., supervisor/administrator, family member) (e.g., reports failure to administer a dose of medicine, administering medicine to the wrong child, etc.)	1						
1829	145	5	3	2	b	13	Completes paperwork related to administration or treatment.	1						
1830	145	5	3	2	b	14	Ensures children and youth have appropriate sun protection (e.g., sun screen, clothing, awnings, shade) when outdoors.	1						
1831	145	5	3	2	b	15	Ensures that outdoor sand is clean and covered when not in use.	1						
1832	145	5	3	2	b	16	Ensures that toothbrushes are properly stored and used at least once daily in full-day programs.			1	1			1
1833	146	5	3	2	c	0	Plans experiences to promote health and fitness.							
1834	146	5	3	2	c	1	Plan health and fitness related self-help activities.			1	1	1		

Core Competencies with Indicators

1835	146	5	3	2	c	2	Encourages children and youth to take responsibility for self-care, as appropriate (e.g., encourages them to manage own clothing, apply own Band-Aids, blow/wipe nose, cover coughs, etc.).			1	1	1		
1836	146	5	3	2	c	3	Plans opportunities for children and youth to practice age appropriate self-help activities.			1	1	1		
1837	146	5	3	2	c	4	Allows enough time for child/youth to complete self-help activities, such as tying shoes, buttoning coats, brushing teeth, appropriate to age and development.			1	1	1		
1838	146	5	3	2	c	5	Plans activities that encourage children to be fit.	1						
1839	147	5	3	2	d	0	Recognizes children and youth's exploration and curiosity about the human body and responds appropriately.							
1840	147	5	3	2	d	1	Acknowledges children's/youth's interest in the human body by planning activities that provide opportunities to talk about bodily functions and the human body.			1	1	1		
1841	147	5	3	2	d	2	Discusses children's/youth's role in keeping their bodies safe and healthy (e.g., exercise, eating healthy, bathing, etc.).			1	1	1		
1842	147	5	3	2	d	3	Teaches children and youth to respect others' right to privacy and personal space.			1	1	1		
1843	147	5	3	2	d	4	Teaches children and youth to report inappropriate behaviors to caregivers, educators, family members, etc.				1	1		1
1844	147	5	3	2	d	5	Explains program philosophy/curriculum about the human body to family members and recognizes parental concerns about children's/youth's explorations of the human body.				1	1		1
1845	162	5	3	2	e	0	Uses appropriate services and resources, including technology, to promote each child's physical health.							
1846	162	5	3	2	e	1	Invites guest speakers centered around good health practices.				1	1		
1847	162	5	3	2	e	2	Utilizes appropriate software/internet to teach children about healthy living.				1	1		
1848	148	5	3	3	a	0	Designs and assesses environments and procedures to protect the health of children, youth, and adults.							
1849	148	5	3	3	a	1	Creates environments that minimize children's exposure to unsanitary conditions.	1						

Core Competencies with Indicators

1850	148	5	3	3	a	2	Responds to staff/family members' reports of unsanitary conditions.	1							
1851	148	5	3	3	a	3	Identifies/eliminates unsanitary conditions for infants and toddlers (e.g., replaces diapering surfaces with breaks or holes in the plastic, does not allow children to sleep in community furnishings, has separate bedding and furnishings (cribs/cots) for each child, etc.).		1	1					
1852	148	5	3	3	a	4	Identifies/eliminates unsanitary conditions (e.g., eliminates standing water on the playground, replaces trash cans with hands-free trash cans, ensures toileting areas are clean and maintained, installs hands-free faucets, etc.).	1							
1853	148	5	3	3	a	5	Cooperates with regulatory agencies/officials.	1							
1854	148	5	3	3	a	6	Models and provides direction on sanitation.	1							
1855	148	5	3	3	a	7	Equips the environment with visual cues related to sanitation (e.g., hand washing charts, diapering charts, food preparation procedures, etc.)	1							
1856	148	5	3	3	a	8	Equips the environment with accessible, appropriate materials to promote sanitary practices (e.g., provides bins for toys mouthed by infants; tissues and wet wipes on the playground; ample supplies of soap, paper towels; spray bottles for three-step method of sanitizing, etc.).	1							
1857	148	5	3	3	a	9	Practices and reinforces use of sanitary behaviors in the educational setting.	1							
1858	148	5	3	3	a	10	Explains sanitary procedures to appropriate parties (e.g., children, co-workers, substitutes, volunteers, family members, etc.).	1							
1859	148	5	3	3	a	11	Designs and documents sanitation procedures.	1							
1860	148	5	3	3	a	12	Develops written sanitation policies and procedures for the program that reflect state/local regulations.	1							
1861	148	5	3	3	a	13	Maintains documentation on sanitation procedures as required by regulation and/or quality improvement initiatives.	1							

Core Competencies with Indicators

1862	148	5	3	3	a	14	Communicates sanitation policies and procedures to appropriate parties (e.g., staff, children, family members, substitutes, volunteers, etc.), as appropriate.	1							
1863	148	5	3	3	a	15	Reviews/revises sanitation policies and procedures regularly to ensure that they remain appropriate for the program, and in compliance with any changes in state/local regulations.	1							
1864	149	5	3	3	b	0	Identifies physical signs of stress and trauma and makes appropriate referrals.								
1865	149	5	3	3	b	1	Creates respectful environment and encourages family members to share information about circumstances that might create stress or trauma for children and youth.	1							
1866	149	5	3	3	b	2	Communicates factors that support resiliency in children and youth (e.g., explains that relationships with caring adults contributes to resiliency).	1							
1867	149	5	3	3	b	3	Monitors children and youth and documents signs of stress, trauma, and/or resiliency.	1							
1868	149	5	3	3	b	4	Discusses observed indications of stress or trauma with appropriate parties (e.g., family and/or program's supervisor/administrator), following program's policies and procedures.	1							
1869	149	5	3	3	b	5	Follows through on mandated reporter responsibilities.	1							
1870	149	5	3	3	b	6	Observes children and youth, noting unusual changes in behavior (e.g., a happy, out-going child who suddenly becomes withdrawn and silent).	1							
1871	149	5	3	3	b	7	Observes children and youth, noting in writing any unusual marks on body and documents observations in a factual manner (e.g., "Alex arrived with a bluish-green bruise, two inches long and one inch wide, midway between hip and knee.").	1							
1872	149	5	3	3	b	8	Refrains from asking leading questions of the child/youth when gathering information for documentation.	1							
1873	149	5	3	3	b	9	Follows program's policies and procedures to inform appropriate parties (e.g., supervisor/administrator) of concerns.	1							

Core Competencies with Indicators

1874	149	5	3	3	b	10	Shares concerns with families or other appropriate persons while maintaining confidentiality.	1						
1875	149	5	3	3	b	11	Cooperates fully in any resulting investigation.	1						
1876	149	5	3	3	b	12	Maintains files related to instances of suspected abuse/neglect.	1						
1877	150	5	3	3	c	0	Accommodates diverse health needs and abilities.							
1878	150	5	3	3	c	1	Administers medications and treatments according to the health care needs of each child/youth in accordance with regulations or program policies and procedures.	1						
1879	150	5	3	3	c	2	Recognizes signs and symptoms of potential health conditions and makes appropriate referrals.	1						
1880	151	5	3	3	d	0	Promotes a healthy lifestyle.							
1881	151	5	3	3	d	1	Researches and/or designs and implements healthy lifestyle related curriculum and activities.	1						
1882	151	5	3	3	d	2	Talks with and provides resource information to families about health.	1						
1883	151	5	3	3	d	3	Participates in trainings and/or consults with experts to remain current on practices that promote health.	1						
1884	151	5	3	3	d	4	Invites health professionals/agencies/clinics to provide on-site services and/or share information with family members.	1						
1885	151	5	3	3	d	5	Maintains current resources to share with family members, such as immunization charts, first-aid handbooks, brochures.	1						
1886	151	5	3	3	d	6	Provides families with information on community resources, such as dental clinics, the Public Health Department, etc.	1						
1887	151	5	3	3	d	7	Researches and/or designs and implements curriculum activities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.	1						
1888	151	5	3	3	d	8	Uses current research related to children's/youth's health in developing/choosing curriculum experiences.	1						
1889	151	5	3	3	d	9	Plans activities that emphasize the importance of quality nutrition, exercise, outdoor play, and protecting the environment (such as planting trees, picking up trash, etc.).	1						

Core Competencies with Indicators

1890	151	5	3	3	d	10	Reviews the program's curriculum and environment to ensure that many opportunities exist indoors and outdoors for structured and unstructured gross motor play.	1							
1891	151	5	3	3	d	11	Encourages family members to extend healthy experiences at home (e.g., provides information about children's health, shares nutritious recipes, explains active games/sports, etc.).	1							
1892	151	5	3	3	d	12	Talks with and provides resource information to children, youth, and families about healthy bodies, healthy lifestyles, and a healthy environment.	1							
1893	151	5	3	3	d	13	Plans activities that teach youth techniques to deal with stress and develop resiliency.					1			
1894	152	5	3	4	a	0	Collaborates with others to promote physical health and fitness.								
1895	152	5	3	4	a	1	Collaborates with health care professionals and community partners to ensure that the health needs of children and youth are met.	1							
1896	152	5	3	4	a	2	Participates in collaborations with health care professionals to provide training to staff, services to families, etc.	1							
1897	152	5	3	4	a	3	Plans opportunities for children and youth to interact with health care professionals.				1	1			
1898	152	5	3	4	a	4	Confers regularly with health care professionals to identify health issues or concerns common to children and youth in the community.	1							
1899	152	5	3	4	a	5	Participates in trainings related to health care, such as new requirements for immunizations, or new recommendations about nutrition.	1							
1900	152	5	3	4	a	6	Informs the program's staff and families about the concerns of health care professionals.	1							
1901	152	5	3	4	a	7	Participates in community needs assessments regarding health and fitness.	1							
1902	152	5	3	4	a	8	Seeks/shares information related to sanitation and/or health issues.	1							
1903	152	5	3	4	a	9	Works with officials/agencies to identify and solve sanitation and/or health issues in the program or community.	1							

Core Competencies with Indicators

1904	152	5	3	4	a	10	Applies acquired information about sanitation and/or health issues to the program to improve conditions.	1							
1905	153	5	3	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting physical health.								
1906	153	5	3	5	a	1	Continuously assesses and modifies program/environment to meet updated guidelines.	1							
1907	153	5	3	5	a	2	Shares information related to health needs of children through articles, parent meetings, conference presentations, etc.	1							
1908	153	5	3	5	a	3	Collaborates with other community leaders to formulate new approaches to strengthening community health, based on current theory, research, and policy.	1							
1909	153	5	3	5	a	4	Evaluates research-based theories and policies related to child abuse and neglect and children's health needs.	1							
1910	153	5	3	5	a	5	Educates others regarding research-based theories and issues relevant to child abuse and neglect and children's health needs.	1							
1911	154	5	4	1	a	0	States the importance of mental wellness and how it connects to the individual's overall health.								
1912	154	5	4	1	a	1	Understands that mental well being may change from day to day.	1							
1913	154	5	4	1	a	2	Communicates to each child and youth with sensitivity, patience, and compassion in order to promote mental wellness and improve overall health.	1							
1914	154	5	4	1	a	3	Talks to the family members of children and youth about their basic emotional needs.	1							1
1915	154	5	4	1	a	4	Understands that taking care of children includes meeting both physical and emotional needs.	1							
1916	154	5	4	1	a	5	Understands that eye contact, soothing voice, getting on child's level, positive touch, physical warmth, and smiling enhance mental wellness.	1							
1917	154	5	4	1	a	6	Understands that interactions that promote mental wellness are associated with positive outcomes for children and youth.	1							
1918	155	5	4	1	b	0	Recognizes that children and youth have individual mental health needs and require an individualized response.								

Core Competencies with Indicators

1919	155	5	4	1	b	1	Has realistic expectations for children's development and behavior.	1							
1920	155	5	4	1	b	2	Understands that children may respond differently to the same situation (e.g., one child may need a hug when upset whereas another child needs space or alone time).	1							
1921	155	5	4	1	b	3	Understands that children have individual temperaments/personality that influences how they interact with others and how others respond to them.	1							
1922	155	5	4	1	b	4	Gets to know each child in order to meet his or her individual needs.	1							
1923	155	5	4	1	b	5	Talks with caregivers/family members about their children's development, emotional needs, behaviors or challenges on a daily basis.		1	1					
1924	155	5	4	1	b	6	Talks with caregivers/family members about their children's development, emotional needs, behaviors or challenges on a regular basis.				1	1			
1925	156	5	4	1	c	0	Understands the need for positive and consistent relationships.								
1926	156	5	4	1	c	1	Recognizes own importance in the child's/youth's emotional well-being.	1							
1927	156	5	4	1	c	2	Understands that children/youth need consistency in where they spend their day and who cares for them.	1							
1928	156	5	4	1	c	3	Provides a consistent routine so children/youth know what to expect in order to help them feel safe and secure.	1							
1929	156	5	4	1	c	4	Develops positive relationships and strong connections with each child and youth.	1							
1930	156	5	4	1	c	5	Promotes strong connections with infants and toddlers through reliable and consistent caregiving.		1	1					
1931	156	5	4	1	c	6	Meets children's/youth individual needs and provides safety and security that allows them to learn to trust and bond with others.	1							
1932	156	5	4	1	c	7	Avoids combining infants and toddlers with older children for any reason in center-based programs (e.g., combined when group sizes are low or to maintain ratios).	1							1

Core Competencies with Indicators

1933	156	5	4	1	c	8	Avoids practices that involve moving children/youth or teachers due to low group sizes or ratios.	1							1
1934	157	5	4	1	d	0	Follows practices to support the emotional well-being of children and youth.								
1935	157	5	4	1	d	1	Provides regular and familiar care providers for infants and toddlers.		1	1					1
1936	157	5	4	1	d	2	Limits the number of people caring for infants and toddlers.		1	1					1
1937	157	5	4	1	d	3	Prepares children for change by greeting upon arrival, saying good-bye at the end of the day, notifies children and youth before transitions, etc.	1							
1938	157	5	4	1	d	4	Establishes a routine and helps children and youth move smoothly from one activity to another during the day.	1							
1939	157	5	4	1	d	5	Develops a transition plan and provides ample opportunities for children to adjust to changes.	1							
1940	157	5	4	1	d	6	Responds calmly when a child or youth is upset or expressing negative emotions.	1							
1941	157	5	4	1	d	7	Treats children/youth with respect and consideration.	1							
1942	157	5	4	1	d	8	Maintains a positive, safe, and secure environment that supports each child's/youth's social and emotional development and mental health.	1							
1943	157	5	4	1	d	9	Recognizes the changing moods of children and youth.	1							
1944	157	5	4	1	d	10	Reports concerns and maintains confidentiality related to instances of suspected abuse/neglect, follows through on mandated reporter responsibilities, and cooperates fully in any resulting investigation.	1							
1945	158	5	4	2	a	0	Responds individually to unique mental health needs.								
1946	158	5	4	2	a	1	Has ongoing discussions with families about changes in child's/youth's behavior patterns.	1							
1947	158	5	4	2	a	2	Models sensitive and responsive care to promote the mental health of each child and youth.	1							
1948	158	5	4	2	a	3	Nurtures children through periods of stress, separation, and transition.	1							

Core Competencies with Indicators

1949	158	5	4	2	a	4	Provides secure attachments through continuity of care and primary caregiving.		1	1	1			1
1950	159	5	4	2	b	0	Recognizes the characteristics of a healthy sense of self and the related ability to make appropriate choices.							
1951	159	5	4	2	b	1	Understands that a healthy sense of self may differ from family to family or within cultures.	1						
1952	159	5	4	2	b	2	Helps children and youth to feel safe and secure within themselves so they can interact comfortably with the world around them.	1						
1953	159	5	4	2	b	3	Provides a learning environment that allows children and youth to make choices.	1						
1954	159	5	4	2	b	4	Treats children and youth with kindness and respect and values individual differences.	1						
1955	159	5	4	2	b	5	Models a healthy sense of self and appropriate choices.	1						
1956	159	5	4	2	b	6	Avoids using negative actions such as shaming, humiliating, embarrassing, labeling, or scolding.	1						
1957	159	5	4	2	b	7	Treats children and youth as individuals with their own strengths and needs.	1						
1958	159	5	4	2	b	8	Plans opportunities for experiences that address the developing skills, interests, and needs of children and youth.	1						
1959	159	5	4	2	b	9	Helps children and youth recognize and share one another's skills and abilities.			1	1	1		
1960	159	5	4	2	b	10	Adapts experiences/routines to accommodate diverse needs, skills, and abilities.	1						
1961	159	5	4	2	b	11	Uses adaptations suggested by specialists and families to help a child/youth with diverse needs and abilities participate fully.	1						
1962	159	5	4	2	b	12	Recognizes and accepts individual differences.	1						
1963	159	5	4	2	b	13	Models awareness of and sensitivity to cultural values and preferences of each family.	1						
1964	159	5	4	2	b	14	Provides children and youth with opportunities to share the events and experiences of their lives.	1						
1965	160	5	4	2	c	0	Promotes each child's and youth's ability to maintain consistent relationships with peers and adults.							

Core Competencies with Indicators

1966	160	5	4	2	c	1	Recognizes that change in caregivers and staff turnover impacts child's feelings of safety and attachment, which may impact the child's overall emotional well-being and behavior.	1							
1967	160	5	4	2	c	2	Promotes secure attachments through continuity of care.		1	1	1				1
1968	160	5	4	2	c	3	Understands and respects the relationships and attachments that children form in the program by providing children the opportunity to say goodbye to peers or teachers who are leaving the program, helping children process changes in the adults who care for them, communicating staff or other changes to parents, and helping new children integrate into the program.	1							
1969	161	5	4	2	d	0	Promotes mental health using appropriate services and resources, including technology.								
1970	161	5	4	2	d	1	Recommends parent education programs for new parents.	1							
1971	161	5	4	2	d	2	Promotes opportunities and events for families to spend time together.	1							
1972	161	5	4	2	d	3	Promotes family-friendly events and activities (e.g., turning off television, listening to music, and participating in play-based initiatives) in order to promote and strengthen the parent/child bond.	1							
1973	161	5	4	2	d	4	Maintains and updates community resources for referral when families are in transition or crisis.	1							
1974	161	5	4	2	d	5	Seeks access to a mental health consultant who can help develop positive approaches for individual children, determine what resources or training is needed, and can talk with parents about their children's development, needs or challenges.	1							
1975	163	5	4	3	a	0	Recognizes signs of stress and emotional trauma and makes appropriate referrals.								
1976	163	5	4	3	a	1	Encourages children, youth, and family members to share information about circumstances that might contribute to stress or trauma for children and youth.	1							
1977	163	5	4	3	a	2	Communicates factors that support resiliency in children and youth.	1							

Core Competencies with Indicators

1978	163	5	4	3	a	3	Monitors children and youth and documents signs of stress, trauma, and/or resiliency.	1						
1979	163	5	4	3	a	4	Discusses observed indications of stress or trauma with child's/youth's family and/or other authorized individuals (e.g., supervisor/administrator) following program's policies and procedures.	1						
1980	163	5	4	3	a	5	Observes children and youth, noting unusual changes in behavior or patterns of behavior that are concerning.	1						
1981	163	5	4	3	a	6	Refrains from asking leading questions of the child or youth when gathering information for documentation.	1						
1982	163	5	4	3	a	7	Shares concerns with families or other appropriate persons while maintaining confidentiality.	1						
1983	163	5	4	3	a	8	Understands the impact of loss and trauma on children and how to respond appropriately.	1						
1984	164	5	4	3	b	0	Monitors and implements strategies to support the mental well-being of children and youth.							
1985	164	5	4	3	b	1	Promotes each child's and youth's self-regulation and coping skills.	1						
1986	164	5	4	3	b	2	Promotes children's/youth's mental well being in relation to social and emotional development.	1						
1987	164	5	4	3	b	3	Ensures each child's secure attachment through continuity of care.		1	1	1			1
1988	165	5	4	4	a	0	Collaborates with others to promote mental health.							
1989	165	5	4	4	a	1	Coordinates with families and mental health care professionals in the community to promote each child's mental wellness.	1						
1990	165	5	4	4	a	2	Collaborates with community agencies to support mental well being of children and staff.	1						1
1991	165	5	4	4	a	3	When concerns exist, assists families in the referral process to professionals and remains engaged in the service planning process and implementation of any observations or interventions.	1						
1992	165	5	4	4	a	4	Provides a workplace that promotes a healthy environment for staff.	1						1

Core Competencies with Indicators

1993	165	5	4	4	a	5	Works with communities to focus on social, emotional, and physically healthy development for all community members.	1										
1994	165	5	4	4	a	6	Advocates for healthy children and youth, healthy families, and healthy communities.	1										
1995	166	5	4	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting mental health.											
1996	166	5	4	5	a	1	Evaluates and applies research-based theories and policies to promote children's mental health.	1										
1997	166	5	4	5	a	2	Educates others regarding research-based theories and issues to promote children's mental health.	1										
1998	166	5	4	5	a	3	Evaluate policies and procedures for continuity of care.	1										1
1999	167	5	5	1	a	0	Follows practices to support the nutritional needs of children and youth.											
2000	167	5	5	1	a	1	Provides children and youth with water between meals.			1	1	1						
2001	167	5	5	1	a	2	Monitors eating habits to ensure a healthy diet, including the need of children and youth to eat frequently.	1										
2002	167	5	5	1	a	3	Ensures that children and youth have access to healthy food in sufficient quantities.	1										
2003	167	5	5	1	a	4	Serves meals and snacks at regular intervals based on the needs of children and youth.	1										
2004	167	5	5	1	a	5	Notifies family members and/or supervisor/administrator of concerns if child or youth is eating more or less than recommended portion guidelines.	1										
2005	167	5	5	1	a	6	Offers children and youth an opportunity to taste a variety of foods/beverages at meals and snacks.			1	1	1						
2006	167	5	5	1	a	7	Respects the likes and dislikes of individual children and youth.	1										
2007	167	5	5	1	a	8	Encourages but does not force children and youth to try a variety of foods.	1										
2008	167	5	5	1	a	9	Eats with children and youth to model and encourage healthy food choices.	1										
2009	167	5	5	1	a	10	Implements recommended adaptations for children and youth with allergies or special needs.	1										

Core Competencies with Indicators

2010	167	5	5	1	a	11	Responds appropriately to food-related emergencies.	1							
2011	167	5	5	1	a	12	Recognizes and responds to potential hazards with food and offers healthy alternatives.	1							
2012	167	5	5	1	a	13	Reviews enrollment information to ensure awareness/understanding of any allergies or food related problems.	1							
2013	167	5	5	1	a	14	Posts information about the food related needs of children and youth in a specified yet private place, so that all adults working with that child/youth are aware of the issue.	1							
2014	167	5	5	1	a	15	Holds infant/toddler and bottle while feeding infants/toddlers.		1	1					
2015	167	5	5	1	a	16	Ensures that that all foods offered to children, including foods prepared in the program and snacks donated by families, are safe for all children.			1	1	1			
2016	167	5	5	1	a	17	Cuts children's food or assists children in cutting food into bite-sized pieces.		1	1	1				
2017	167	5	5	1	a	18	Refrains from serving foods known as choking hazards and foods that are not easily digested.		1	1					
2018	167	5	5	1	a	19	Provides appropriate and nutritious meals and snacks in a pleasant, stress-free environment.	1							
2019	167	5	5	1	a	20	Follows Child and Adult Care Food Program (CACFP) guidelines on appropriate food for meals and snacks.	1							
2020	167	5	5	1	a	21	Serves food in a clean setting, with child-appropriate dishes, utensils, and seating.	1							
2021	167	5	5	1	a	22	Allows enough time for children and youth to eat at their own pace and provides activities for children/youth who have finished eating.	1							
2022	167	5	5	1	a	23	Follows individualized nutrition plans and respects family preferences, seeking additional information when necessary.	1							
2023	167	5	5	1	a	24	Shares information with families about nutritional needs of children.	1							
2024	167	5	5	1	a	25	Discusses food patterns in the home with family members: gathers information about likes and dislikes and changes in the child's/youth's diet at home.	1							

Core Competencies with Indicators

2025	167	5	5	1	a	26	Informs family members about food preferences and daily food intake of children and youth.		1	1	1					
2026	167	5	5	1	a	27	Informs family members about noticeable changes in foods, preference or intake.	1								
2027	167	5	5	1	a	28	Informs family members about any observed reactions to foods, such as redness around the mouth, hives, itching.	1								
2028	167	5	5	1	a	29	Models healthy nutrition habits.	1								
2029	167	5	5	1	a	30	Recognizes health hazards in meals (e.g., allergies, choking) and takes steps to prevent dangerous situations.	1								
2030	167	5	5	1	a	31	Avoids adding cereal to bottles and follows all instructions for measuring formula.		1	1						
2031	167	5	5	1	a	32	Follows procedures for children with special food needs and/or allergies.	1								
2032	167	5	5	1	a	33	Allows infants and toddlers an individualized eating schedule.		1	1						
2033	167	5	5	1	a	34	Avoids using high chairs or other eating furnishings as restrictive devices.		1	1						
2034	167	5	5	1	a	35	Adults remain within an arm's reach of infants and toddlers who are eating or drinking.		1	1						
2035	168	5	5	1	b	0	Models healthy eating practices.									
2036	168	5	5	1	b	1	Joins children and youth during meals to talk, models appropriate etiquette, and ensures that all children have access to sufficient quantities of all foods.	1								
2037	168	5	5	1	b	2	Eats the same table food as the children and youth.			1	1	1				
2038	168	5	5	1	b	3	Models healthy eating practices.	1								
2039	169	5	5	1	c	0	Promotes age-appropriate activities and interactions to support nutrition and healthy eating practices.									
2040	169	5	5	1	c	1	Holds infants when bottle feeding.		1							
2041	169	5	5	1	c	2	Feeds infants one at a time.		1							
2042	169	5	5	1	c	3	Feeds infants based on individualized schedules.		1							
2043	169	5	5	1	c	4	Refrains from propping bottles or putting infants to bed with bottles.		1							
2044	169	5	5	1	c	5	Serves meals family style and allows children and youth to serve themselves.			1	1	1				

Core Competencies with Indicators

2045	169	5	5	1	c	6	Teaches children and youth sanitary methods of family style dining.			1	1	1		
2046	170	5	5	2	a	0	Identifies the roles and responsibilities of adults when providing food to children and youth.							
2047	170	5	5	2	a	1	Stays within arm's reach of infants and toddlers who are eating or drinking.		1	1				
2048	170	5	5	2	a	2	Does not force children and youth to clean their plates or drink all of their milk.			1	1	1		
2049	170	5	5	2	a	3	Avoids the use of food as a reward.			1	1	1		
2050	170	5	5	2	a	4	Avoids the use of threats surrounding food or meals.			1	1	1		
2051	171	5	5	2	b	0	Plans experiences to promote nutrition and healthy eating practices.							
2052	171	5	5	2	b	1	Plans activities in which children and youth learn about nutrition and how to make healthy food choices.			1	1	1		
2053	171	5	5	2	b	2	Plans and guides cooking and nutrition experiences on a regular basis with children and youth, including foods from various cultures.			1	1	1		
2054	171	5	5	2	b	3	Encourages children and youth to participate in planning and being actively involved in cooking experiences.			1	1	1		
2055	171	5	5	2	b	4	Offers opportunities to prepare a wide range of foods, using a variety of preparation or cooking techniques.				1	1		
2056	171	5	5	2	b	5	Teaches children and youth about nutrition.			1	1	1		
2057	171	5	5	2	b	6	Encourages families to share healthy recipes/menus from home.	1						
2058	171	5	5	2	b	7	Takes advantage of teachable moments to promote healthy food choices.			1	1	1		
2059	171	5	5	2	b	8	Encourages children and youth to select foods for cooking experiences and activities from healthy options.			1	1	1		
2060	171	5	5	2	b	9	Introduces healthy foods in interesting ways.			1	1	1		
2061	171	5	5	2	b	10	Assists children in sharing their knowledge about healthy foods.				1	1		
2062	171	5	5	2	b	11	Seeks input/advice about ingredients, menus, and cooking techniques from members of diverse communities.	1						

Core Competencies with Indicators

2063	171	5	5	2	b	12	Plans meals for children and youth that are typical of cultures found in the community.			1	1	1		
2064	171	5	5	2	b	13	Promotes discussions of diverse ethnic foods on an ongoing basis to develop an appreciation of other cultures and healthy eating.				1	1		
2065	171	5	5	2	b	14	Involves youth in planning activities related to nutrition and cooking experiences.					1		
2066	172	5	5	2	c	0	Communicates with others about the nutritional needs and preferences of children and youth.							
2067	172	5	5	2	c	1	Explains the nutritional differences of children and youth through the developmental continuum.	1						
2068	172	5	5	2	c	2	Observes, documents, and communicates the daily nutrition habits of children and youth.	1						
2069	172	5	5	2	c	3	Recognizes nutritional concerns.	1						
2070	172	5	5	2	c	4	Shares nutritional concerns with family members and/or other authorized individuals (e.g., supervisor/administrator), as appropriate.	1						
2071	172	5	5	2	c	5	Communicates with children, youth, and families about nutritional needs and preferences.	1						
2072	172	5	5	2	c	6	Identifies and responds to nutritional issues, including food allergies.	1						
2073	173	5	5	2	d	0	Reviews the nutrition program, making improvements as necessary.							
2074	173	5	5	2	d	1	Plans and evaluates menus to ensure nutritional requirements are met and a variety of foods are incorporated.	1						1
2075	173	5	5	2	d	2	Plans menus that include a wide-variety of healthy foods that meet nutritional guidelines.	1						
2076	173	5	5	2	d	3	Provides input about menus.	1						
2077	173	5	5	2	d	4	Reviews/revises menus regularly to ensure that all nutritional requirements/regulations are being met.	1						1
2078	173	5	5	2	d	5	Maintains all records required by regulatory agencies.	1						1
2079	173	5	5	2	d	6	Seeks feedback from nutritional experts/resources regarding the quality of the program's meal plan.	1						1

Core Competencies with Indicators

2080	173	5	5	2	d	7	Adds/deletes food items based on expert input.	1							1
2081	173	5	5	2	d	8	Reviews and analyzes menus in relation to the likes, dislikes, and health issues of children and youth.	1							
2082	173	5	5	2	d	9	Modifies nutritional plan to address identified issues.	1							1
2083	173	5	5	2	d	10	Includes food from various cultures.	1							1
2084	173	5	5	2	d	11	Coordinates food activities with cultural calendar.	1							
2085	173	5	5	2	d	12	Plans activities centered on selecting, cooking, and sharing foods in season.	1							
2086	173	5	5	2	d	13	Invites families and community members to share traditional foods/traditions/beliefs with children and youth.	1							
2087	174	5	5	2	e	0	Promotes healthy eating practices by using appropriate services and resources, including technology.								
2088	174	5	5	2	e	1	Provides updated nutrition related information to parents and caregivers (e.g., food pyramid replaced with plate).	1							
2089	174	5	5	2	e	2	Provides families with community resources that provide food relief.	1							
2090	174	5	5	2	e	3	Monitors children/youth for signs of food security.	1							
2091	175	5	5	2	f	0	Accommodates diverse nutritional needs and eating practices.								
2092	175	5	5	2	f	1	Evaluates nutrition program to meet the needs of each child and youth.	1							
2093	175	5	5	2	f	2	Identifies children's and youth's food and meal related behaviors and issues and encourages healthy eating and attitudes through a pleasant nutrition environment.	1							
2094	175	5	5	2	f	3	Responds to allergic reactions to foods.	1							
2095	175	5	5	2	f	4	Ensures that the staff knows how to respond if a child/youth experiences an allergic reaction to food.	1							1
2096	176	5	5	3	a	0	Incorporates activities promoting healthy nutrition across curricular areas.								
2097	176	5	5	3	a	1	Plans activities in which children and youth learn to make healthy food choices.			1	1	1			
2098	176	5	5	3	a	2	Plans cooking activities on a regular basis to provide children and youth with the opportunity to prepare healthy foods.			1	1	1			

Core Competencies with Indicators

2099	176	5	5	3	a	3	Encourages children and youth to select foods for cooking experiences from a choice of healthy options.			1	1	1		
2100	176	5	5	3	a	4	Plans activities that allow children and youth to examine and select quality foods.			1	1	1		
2101	176	5	5	3	a	5	Introduces healthy foods in interesting ways.	1						
2102	176	5	5	3	a	6	Assists children and youth in sharing their knowledge about healthy foods.			1	1	1		
2103	177	5	5	4	a	0	Collaborates with others to promote nutrition.							
2104	177	5	5	4	a	1	Collaborates with community partners to identify and respond to nutritional issues or concerns.	1						
2105	177	5	5	4	a	2	Surveys family and community members to understand their knowledge/concerns about the nutrition of children and youth.	1						
2106	177	5	5	4	a	3	Works with community groups concerned with the nutritional needs of children and youth in order to formulate new approaches to improving nutrition based on current theory, research, and policy.	1						
2107	177	5	5	4	a	4	Advocates for policies and procedures that affect the nutritional welfare of the broader community.	1						
2108	177	5	5	4	a	5	Uses knowledge and experience to influence nutritional welfare for all children and youth.	1						
2109	177	5	5	4	a	6	Communicates the need to improve children's and youth's nutrition to community leaders, government officials, and other interested parties through articles, parent meetings, conference presentations, phone calls/emails to legislators, etc.	1						
2110	178	5	5	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting nutrition.							
2111	178	5	5	5	a	1	Educates others regarding research-based theories and issues relevant to nutrition.	1						
2112	178	5	5	5	a	2	Recognizes current trends in child and youth nutrition that place many children/youth at risk.	1						
2113	178	5	5	5	a	3	Addresses childhood nutrition issues in a variety of ways by applying current research.		1	1	1			

Core Competencies with Indicators

2114	178	5	5	5	a	4	Addresses youth nutrition issues in a variety of ways by applying current research.					1		
2115	178	5	5	5	a	5	Uses proven theory, research, and policy on child/youth nutrition to formulate, review, and revise program practices.	1						
2116	178	5	5	5	a	6	Explains current theory, research, and policy on child/youth nutrition to authorized individuals (e.g., peers, supervisors/administrators, coaches, mentors, consultants, and family members) through articles, parent meetings, conference presentations.	1						
2117	179	6	1	1	a	0	Guides behavior in positive ways.							
2118	179	6	1	1	a	1	Models appropriate interactions with others.	1						
2119	179	6	1	1	a	2	Makes rules and consequences clear and reminds children and youth, as needed.			1	1	1		
2120	179	6	1	1	a	3	Implements rules consistently.			1	1	1		1
2121	179	6	1	1	a	4	Offers children and youth age appropriate choices and helps them select activities and enter individual and/or group play.			1	1	1		
2122	179	6	1	1	a	5	Responds to each child's/youth's behavior in ways that promote self-control.				1	1		
2123	179	6	1	1	a	6	Guides children and youth in identifying emotions and expressing them in beneficial ways.	1						
2124	179	6	1	1	a	7	Redirects children and youth to acceptable activities, rather than using punishment.	1						
2125	179	6	1	1	a	8	Uses positive language.	1						
2126	179	6	1	1	a	9	Refrains from using shame or punishment at any time.	1						
2127	179	6	1	1	a	10	Recognizes that there are reasons for the behaviors and attitudes of children and youth.	1						
2128	179	6	1	1	a	11	Acknowledges occasions when children and youth exhibit self-control.			1	1	1		
2129	179	6	1	1	a	12	Understands the reasons for each child's/youth's behavior and responds appropriately.	1						
2130	179	6	1	1	a	13	Avoids actions that would cause physical and emotional harm.	1						
2131	179	6	1	1	a	14	Uses kind, respectful, positive tone of voice with children and youth.	1						

Core Competencies with Indicators

2132	179	6	1	1	a	15	Touches children gently and appropriately (e.g., supports infant's head, lifts infants/toddler by torso rather than by arms, alerts children before moving them).		1	1	1			
2133	179	6	1	1	a	16	Interacts with youth appropriately.					1		
2134	179	6	1	1	a	17	Observes children's reactions and interactions and responds to their needs appropriately (e.g., comforts crying child).	1						
2135	179	6	1	1	a	18	Observes the reactions and interactions of youth and responds to their needs appropriately (e.g., teaches conflict resolution techniques).					1		
2136	179	6	1	1	a	19	Provides appropriate supervision based on age and ability of children and youth.	1						
2137	179	6	1	1	a	20	Positions self in proximity to infants and toddlers so that the children can be seen and heard both indoors and outdoors.		1	1				
2138	179	6	1	1	a	21	Positions self in proximity to children and youth so that the children can be seen and/or heard both indoors and out.				1	1		
2139	179	6	1	1	a	22	Attends to and accounts for children and youth in care at all times.	1						
2140	179	6	1	1	a	23	Seeks support to respond to the behavior of each child and youth.	1						
2141	179	6	1	1	a	24	Addresses behaviors or situations, rather than labeling children and youth.	1						
2142	179	6	1	1	a	25	Models problem solving techniques and supports friendship skills.			1	1	1		
2143	179	6	1	1	a	26	Uses teachable moments to support the self-regulation of infants.		1					
2144	179	6	1	1	a	27	Creates opportunities to discuss specific problems with children and youth, such as during a group meeting, lunch time, and other teachable moments.			1	1	1		
2145	179	6	1	1	a	28	Observes patterns in behavior to identify/predict problem situations and uses awareness of patterns to prevent conflict.	1						
2146	179	6	1	1	a	29	Discusses conflicts in a calm, matter-of-fact manner.	1						
2147	179	6	1	1	a	30	Recognizes that consistent routines and practices promote positive behavior and interactions.	1						

Core Competencies with Indicators

2148	179	6	1	1	a	31	Acknowledges that some children and youth have difficulty controlling their bodies, even when interested/engaged.			1	1	1		
2149	180	6	1	1	b	0	Demonstrates developmentally appropriate guidance approaches and interactions.							
2150	180	6	1	1	b	1	Interacts with children and youth in a culturally sensitive manner.	1						
2151	180	6	1	1	b	2	Builds a trusting relationship with children as a foundation for positive guidance and self-discipline.	1						
2152	180	6	1	1	b	3	Uses child's/youth's name when interacting throughout the day.	1						
2153	180	6	1	1	b	4	Acknowledges children and youth when they attempt to interact with caregiver and/or peers.	1						
2154	180	6	1	1	b	5	Talks with children/youth in a positive manner, positions self at their level, and attempts to make eye contact (if culturally appropriate).	1						
2155	180	6	1	1	b	6	Listens to children's/youth's communication, ideas, thoughts, feelings, and encourages conversations.	1						
2156	180	6	1	1	b	7	Interacts with each child/youth in a positive, warm, and nurturing manner reflecting respect for self and others.	1						
2157	180	6	1	1	b	8	Uses a variety of positive direct and indirect guidance strategies.	1						
2158	180	6	1	1	b	9	Recognizes each youth's abilities and uses guidance techniques accordingly.					1		
2159	180	6	1	1	b	10	Observes, identifies, and documents children's developmental levels and limitations of each child and youth, uses guidance techniques accordingly, and explains rules at the child's/youth's level of understanding.	1						
2160	180	6	1	1	b	11	Communicates concrete, meaningful expectations, using language the children/youth understand.	1						
2161	180	6	1	1	b	12	Approaches every situation in a positive manner, avoiding power struggles with children and youth.	1						
2162	180	6	1	1	b	13	Takes time to know each child's/youth's needs, interests, personalities, and temperaments.	1						
2163	180	6	1	1	b	14	Adjusts responses to the individual needs of children and youth.	1						

Core Competencies with Indicators

2164	180	6	1	1	b	15	Expresses appreciation and affection for each child and youth.	1							
2165	180	6	1	1	b	16	Talks to each child and youth individually throughout the day.	1							
2166	180	6	1	1	b	17	Uses positive language to redirect behavior.	1							
2167	180	6	1	1	b	18	Uses positive non-verbal communication.	1							
2168	180	6	1	1	b	19	Builds a trusting relationship with each child and youth, providing physical and emotional security.	1							
2169	180	6	1	1	b	20	Builds a trusting relationship with children and youth as a foundation for positive guidance and self-discipline.	1							
2170	180	6	1	1	b	21	Identifies guidance strategies appropriate to the children/youth.	1							
2171	180	6	1	1	b	22	Adapts environment and routine to ensure success.	1							
2172	180	6	1	1	b	23	Provides children and youth with feedback about improvements in self-control.				1	1			
2173	180	6	1	1	b	24	Discusses expectations and boundaries and ensures that youth understand.					1			
2174	180	6	1	1	b	25	Prepares the environment and gathers all necessary materials in advance, but adapts the activities/experiences, as needed, to accommodate the needs and interests of children and youth.	1							
2175	180	6	1	1	b	26	Provides clear choices of activities/experiences, but adapts the schedule, as needed, to accommodate the needs and interests of children and youth.	1							
2176	180	6	1	1	b	27	Incorporates children's ideas about rules into daily operations, as appropriate.			1	1	1			1
2177	180	6	1	1	b	28	Accepts children's lapses of self-discipline and assists them in identifying new approaches/strategies.			1	1	1			
2178	180	6	1	1	b	29	Helps children and youth identify moments when they are struggling with control and helps them to regain control.				1	1			
2179	180	6	1	1	b	30	Helps infants and toddlers identify moments when they are struggling with emotional control and helps them to self-regulate.		1	1					
2180	180	6	1	1	b	31	Models conflict resolution skills; offers possible suggestions, as appropriate.	1							

Core Competencies with Indicators

2181	180	6	1	1	b	32	Allows children and youth to solve their own conflicts, when possible; accepts that their solutions may be very different from an adult's.			1	1	1		
2182	180	6	1	1	b	33	Provides extra support to children and youth who need help developing social skills.	1						
2183	180	6	1	1	b	34	Uses strategies to help each child and youth learn to express emotions in positive ways, solve problems, and make decisions.	1						
2184	180	6	1	1	b	35	Follows up with commitments to children and youth.	1						
2185	180	6	1	1	b	36	Accepts responsibility by apologizing and admitting mistakes.	1						
2186	180	6	1	1	b	37	Acts with integrity at all times.	1						
2187	180	6	1	1	b	38	Observes and responds to the physical and emotional needs of children and youth.	1						
2188	180	6	1	1	b	39	Comforts children and youth when appropriate.	1						
2189	180	6	1	1	b	40	Understands emerging self-regulation.	1						
2190	180	6	1	1	b	41	Acknowledges infant vocalizations as attempts to engage adults and peers.		1					
2191	180	6	1	1	b	42	Invites, but does not require, children and youth to join group activities; helps them select appropriate alternatives.			1	1	1		
2192	180	6	1	1	b	43	Allows children and youth in conflict to express and work through feelings of anger, sadness, hurt, etc.			1	1	1		
2193	180	6	1	1	b	44	Assists children and youth in thinking through options and consequences when problem solving or making decisions.			1	1	1		
2194	180	6	1	1	b	45	Negotiates with children and youth, as appropriate.			1	1	1		
2195	180	6	1	1	b	46	Monitors interest levels closely and stops activity when children/youth become restless or disengaged.	1						
2196	180	6	1	1	b	47	Holds infants when bottle feeding or interacts with/nurtures if they hold their own bottle.		1					
2197	181	6	1	1	c	0	Models and practices a positive attitude and respect for self and others.							
2198	181	6	1	1	c	1	Interacts in a manner reflecting respect for self and others.	1						
2199	181	6	1	1	c	2	Interacts with children and youth in an honest, responsible way.	1						

Core Competencies with Indicators

2200	181	6	1	1	c	3	Displays respect for the feelings and opinions of children and youth.	1							
2201	181	6	1	1	c	4	Refrains from sarcasm, ridicule, or criticism.	1							
2202	181	6	1	1	c	5	Maintains a consistent, supportive, and respectful attitude toward children and youth.	1							
2203	181	6	1	1	c	6	Address children's/youth's fears, concerns, and needs in a positive, supportive manner.	1							
2204	181	6	1	1	c	7	Sees self as a role model for children and youth, conveying respect for others.	1							
2205	181	6	1	1	c	8	Takes questions from children and youth seriously; answers them in a meaningful and appropriate way.			1	1	1			
2206	181	6	1	1	c	9	Warns children before picking them up or moving them.		1	1	1				1
2207	181	6	1	1	c	10	Warns children before removing a toy from their hand for any reason.		1	1	1				
2208	182	6	1	2	a	0	Provides a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors.								
2209	182	6	1	2	a	1	Provides an environment where everyone is treated with courtesy and respect.	1							
2210	182	6	1	2	a	2	Selects stories, activities, and visuals that provide positive models of interaction, problem solving, and conflict resolution that help children and youth learn and practice appropriate behaviors.	1							
2211	182	6	1	2	a	3	Discusses problems affecting individuals and the group.				1	1			
2212	182	6	1	2	a	4	Identifies problems affecting individuals and the group and encourages age appropriate problem solving.		1	1					
2213	182	6	1	2	a	5	Acknowledges positive and pro-social behaviors.	1							
2214	182	6	1	2	a	6	Modifies activities to ensure a safe, fun learning environment.	1							
2215	182	6	1	2	a	7	Anticipates and defuses disruptive behavior.	1							
2216	182	6	1	2	a	8	Recognizes patterns of interactions between children, youth, and adults that affect behavior.	1							
2217	182	6	1	2	a	9	Sits near children and youth and/or joins in their play in order to respond to potential conflicts and defuse negative reactions.	1							

Core Competencies with Indicators

2218	182	6	1	2	a	10	Uses a variety of techniques to avoid disruptions, including distraction, redirection, and/or humor.	1							
2219	182	6	1	2	a	11	Plans strategies on how to handle disruptive behaviors with others (e.g., peers, supervisors/administrators, mentors, coaches, consultants, etc.) to intervene before an incident takes place.	1							
2220	182	6	1	2	a	12	Talks with children and youth about strategies to handle disruptive behaviors.			1	1	1			
2221	182	6	1	2	a	13	Provides a stimulating, age appropriate environment where children and youth are busy and actively engaged.	1							
2222	182	6	1	2	a	14	Encourages developmentally appropriate play through lesson planning/modeling.			1	1				
2223	182	6	1	2	a	15	Encourages developmentally appropriate activities through lesson planning/modeling.					1			
2224	182	6	1	2	a	16	Encourages infants' exploration and play through intentional and individualized planning.		1						
2225	182	6	1	2	a	17	Recognizes each child's/youth's abilities, uses guidance techniques accordingly, and explains rules at their level of understanding.			1	1	1			
2226	182	6	1	2	a	18	Provides an environment that helps each child/youth to know, accept, and take pride in himself or herself.	1							
2227	182	6	1	2	a	19	Creates an environment that supports individuality.	1							
2228	182	6	1	2	a	20	Creates an environment that supports independence.	1							
2229	182	6	1	2	a	21	Displays and allows children and youth to display their own work.			1	1	1			
2230	182	6	1	2	a	22	Creates a social structure that allows children and youth to solve problems; make plans, choices, and decisions, etc.				1	1			1
2231	182	6	1	2	a	23	Plans learning experiences that allow children and youth to identify and reflect positively on their own individual characteristics such as personal preferences, unique family situations, etc.	1							

Core Competencies with Indicators

2232	182	6	1	2	a	24	Plans activities and experiences that encourage children and youth to make choices and explore/investigate independently and be successful.	1							
2233	182	6	1	2	a	25	Plans opportunities for children to practice self-help skills, as age appropriate.		1	1	1				
2234	182	6	1	2	a	26	Plans opportunities for youth to engage in activities that promote life skills and hygiene.					1			
2235	182	6	1	2	a	27	Offers age appropriate opportunities for children and youth to contribute to program operations.			1	1	1			1
2236	182	6	1	2	a	28	Helps each child/youth learn and practice appropriate and acceptable behaviors.	1							
2237	182	6	1	2	a	29	Establishes and communicates realistic expectations for appropriate and acceptable behavior.	1							
2238	182	6	1	2	a	30	Discusses the importance of rules with individuals and in small/large groups.			1	1	1			
2239	182	6	1	2	a	31	States the rules/limits in language that children and youth can understand, using positive language.			1	1	1			
2240	182	6	1	2	a	32	Posts written rules and refers to them when redirecting children and youth.			1	1	1			1
2241	182	6	1	2	a	33	Provides visual clues to help children and youth refer to rules/limits independently.			1	1	1			
2242	182	6	1	2	a	34	Rules/expectations are consistently reinforced; exceptions are thoughtful and purposeful.	1							1
2243	182	6	1	2	a	35	Acknowledges children and youth who meet expectations, making remarks specific and meaningful.	1							
2244	182	6	1	2	a	36	Recognizes that consistently challenging behaviors may be related to environmental factors.			1	1	1			
2245	182	6	1	2	a	37	Has developmentally appropriate and realistic expectations regarding child's/youth's self control.				1	1			
2246	182	6	1	2	a	38	Creates or follows lesson plans that teach problem solving, negotiation, conflict resolution skills to identify and manage emotions.			1	1	1			

Core Competencies with Indicators

2247	182	6	1	2	a	39	Uses teachable moments to facilitate problem-solving, negotiation, and conflict resolution skills to identify and manage emotions.	1							
2248	182	6	1	2	a	40	Communicates what behaviors are acceptable or appropriate, maintaining realistic expectations at all times.	1							
2249	182	6	1	2	a	41	Models appropriate ways to interact, initiate play, or join play in progress.	1							
2250	182	6	1	2	a	42	Reduces conflict by using distraction, humor, changes of pace or setting, etc.	1							
2251	182	6	1	2	a	43	Facilitates and models honest expression of emotions and positive decision-making throughout the day.	1							
2252	182	6	1	2	a	44	Involves children and youth in the decision-making process, encouraging them to take an active role in planning and problem solving.			1	1	1			
2253	182	6	1	2	a	45	Reduces competition for toys/materials/activities by providing enough equipment to engage all children and youth.	1							
2254	182	6	1	2	a	46	Introduces a variety of planned learning experiences, as well as opportunities to explore materials independently.	1							
2255	182	6	1	2	a	47	Plans learning experiences for more than one area at a time, so that children and youth space themselves throughout the program.	1							
2256	183	6	1	2	b	0	Provides individual guidance using appropriate services and resources, including technology.								
2257	183	6	1	2	b	1	Accesses community resources to help provide individual guidance to children and youth.	1							
2258	183	6	1	2	b	2	Uses technology resources (e.g., computers, tablets, iPods, etc.) to help redirect individual child and youth behaviors.	1							
2259	184	6	1	3	a	0	Uses age-appropriate guidance strategies.								
2260	184	6	1	3	a	1	Limits the number of rules to only those necessary to ensure children's health and safety.			1	1	1			
2261	184	6	1	3	a	2	Helps children and youth establish program rules, limits rules to a practical number, and plans follow-up discussions to review/revise rules as necessary.			1	1	1			1

Core Competencies with Indicators

2262	184	6	1	3	a	3	Guides dialogue in group discussions so that rules developed are age appropriate and states rules/limits in the form of what children and youth should do, rather than what they shouldn't do.	1							
2263	184	6	1	3	a	4	Responds to each child's/youth's behavior based on realistic developmental expectations of attention spans, interests, social abilities, and physical needs.	1							
2264	184	6	1	3	a	5	Adapts routine/activities to accommodate individual children, or unusual circumstances/events.	1							
2265	184	6	1	3	a	6	Plans lessons and designs schedules to meet individual physical and developmental needs and interests.				1	1			
2266	184	6	1	3	a	7	Plans and provides individualized interactions and experiences in the daily routine to meet individual physical and developmental needs and interests.		1	1					
2267	184	6	1	3	a	8	Plans and provides individualized experiences/interactions that support infant/toddler temperaments.		1	1					
2268	184	6	1	3	a	9	Modifies activities and experiences based on attention spans, interest levels, and abilities.	1							
2269	184	6	1	3	a	10	Identifies strategies that involve children/youth in establishing guidelines, limits for behavior, and natural/logical consequences.				1	1			
2270	184	6	1	3	a	11	Uses a variety of methods in order to help children and youth reflect on the reasons for rules/limits in group settings.			1	1	1			
2271	184	6	1	3	a	12	Individualizes guidance practices based on the temperament/personality, development, and history of each child and youth.	1							
2272	184	6	1	3	a	13	Interacts with individuals, not just with groups of children/youth.	1							
2273	184	6	1	3	a	14	Models and provides opportunities that teach different behavioral norms for various social settings.			1	1	1			
2274	184	6	1	3	a	15	Responds to each child's/youth's emotional state with strategies to promote healthy emotional development, reduce stress, and promote resiliency.	1							

Core Competencies with Indicators

2275	184	6	1	3	a	16	Recognizes that developmental delays may produce behavioral issues.	1						
2276	184	6	1	3	a	17	Addresses behavioral challenges in a positive, professional manner, demonstrating sensitivity to emotional or developmental issues.	1						
2277	184	6	1	3	a	18	Adapts environment, routine, activities/experiences, and practices to meet the behavioral needs of individual children.	1						
2278	184	6	1	3	a	19	Documents progress towards behavioral goals.	1						
2279	184	6	1	3	a	20	Uses knowledge of youth culture to connect appropriately with youth.					1		
2280	185	6	1	3	b	0	Partners with others to develop and implement individualized guidance strategies.							
2281	185	6	1	3	b	1	Participates in developing a plan to address challenging behaviors, including teaching appropriate coping techniques, modifying the environment and activities, modeling appropriate responses to stress.				1	1		1
2282	185	6	1	3	b	2	Discusses concerns, when appropriate, with others (e.g., peers, supervisors/administrators, mentors, coaches, consultants, etc.) while maintaining confidentiality.	1						1
2283	185	6	1	3	b	3	Chooses an appropriate method, time, and place to communicate concerns privately.	1						1
2284	185	6	1	3	b	4	Seeks strategies to address concerns, focusing on approaches that are practical for home and program.	1						1
2285	185	6	1	3	b	5	Documents child's/youth's response to adaptations.	1						
2286	185	6	1	3	b	6	Schedules follow-up meetings with others to discuss progress at home and program on an ongoing basis.	1						1
2287	185	6	1	3	b	7	Develops appropriate individual goals and expectations for behavior through collaborations with families.	1						
2288	185	6	1	3	b	8	Meets with family members to discuss the family and program's behavior expectations of the child.	1						1
2289	185	6	1	3	b	9	Identifies and documents each child's strengths, as well as his/her challenges.	1						
2290	185	6	1	3	b	10	Works with family to review/revise goals and strategies.	1						1

Core Competencies with Indicators

2291	185	6	1	3	b	11	Involves community, families, and youth in developing written policies for effective child/adolescent guidance.	1						1	1
2292	186	6	1	4	a	0	Applies theories of child and youth development to improve guidance strategies.								
2293	186	6	1	4	a	1	Demonstrates knowledge of child development theories and the implications for use in guiding young children.		1	1	1				
2294	186	6	1	4	a	2	Tailors expectations based on theories to each child's age, developmental level, temperament, and needs.	1							
2295	186	6	1	4	a	3	Demonstrates knowledge of youth development theories and the implications for use in guiding youth.					1			
2296	186	6	1	4	a	4	Develops written policies for effective guidance.	1							1
2297	186	6	1	4	a	5	Uses knowledge of developmentally appropriate practice to develop guidance policies.	1							1
2298	186	6	1	4	a	6	Describes methods and expectations for documenting behavior.	1							1
2299	186	6	1	4	a	7	Describes program's philosophy and strategies used in guidance.	1							
2300	186	6	1	4	a	8	Describes how family members will be engaged in the guidance process.	1							
2301	186	6	1	4	a	9	Reviews/revises policy to reflect emerging theory/research.	1							1
2302	187	6	1	4	b	0	Individualizes and improves guidance through observation and assessment data.								
2303	187	6	1	4	b	1	Chooses the best observation or assessment method suited to the identified goal.	1							
2304	187	6	1	4	b	2	Uses observation data to identify "triggers" and behavior challenges for each child and youth.	1							
2305	187	6	1	4	b	3	Uses results of observation or assessment to individualize guidance based on the strengths and challenges of children and youth.	1							
2306	187	6	1	4	b	4	Adapts the learning environment, routine, schedule, and curriculum (e.g., arranges the environment to permit easy access to materials and for sufficient space for activities) to minimize potentially disruptive behaviors.	1							

Core Competencies with Indicators

2307	187	6	1	4	b	5	Analyzes effectiveness of guidance strategies, revising practices, as appropriate.	1							
2308	187	6	1	4	b	6	Adapts the learning environment and curriculum to minimize potential challenging behaviors.	1							
2309	187	6	1	4	b	7	Observes, documents, and analyzes the effectiveness of the learning environment and curriculum to identify potential problems and to match developmental and emotional needs.	1							
2310	187	6	1	4	b	8	Anticipates and plans for predictable challenging behaviors at varying ages.	1							
2311	188	6	1	4	c	0	Applies differentiated instructional and guidance techniques to meet diverse needs and abilities.								
2312	188	6	1	4	c	1	Develops individual guidance plans, using relevant professionals for support, as needed.	1							
2313	188	6	1	4	c	2	Demonstrates the importance of adult-child and peer interactions in all curricular areas.	1							
2314	188	6	1	4	c	3	Observes and plans activities and experiences related to the identified strengths, interests, needs, and preferences of children and youth.	1							
2315	188	6	1	4	c	4	Plans activities and experiences and makes adaptations that allow all children and youth to participate and work together.	1							
2316	188	6	1	4	c	5	Uses modifications recommended by other professionals who have specific knowledge of child's/youth's temperament/personality/needs.	1							
2317	188	6	1	4	c	6	Uses open-ended materials and thought provoking questions to make activities, experiences, and interactions appropriately challenging for individual children and youth.	1							
2318	188	6	1	4	c	7	Minimizes challenging behaviors by adapting the learning environment and curriculum.	1							
2319	189	6	1	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting individual guidance.								
2320	189	6	1	5	a	1	Articulates and models the principles of intervention and conflict resolution with children, youth, and adults.	1							1

Core Competencies with Indicators

2321	189	6	1	5	a	2	Establishes/communicates strategies to handle specific types of challenging behaviors.	1							1
2322	189	6	1	5	a	3	Communicates the principles behind program strategies to handle specific types of challenging behaviors, so that the policy is clear to educators, therapists, family members, and others.	1							1
2323	189	6	1	5	a	4	Analyzes and interprets the function of behavior.	1							
2324	189	6	1	5	a	5	Analyzes and evaluates individual guidance plans, using relevant professionals for support.	1							
2325	189	6	1	5	a	6	Evaluates effectiveness of individual guidance plans on a regular basis and revises as needed.	1							
2326	189	6	1	5	a	7	Articulates, analyzes, evaluates, and applies research-based theories on child guidance.	1							
2327	189	6	1	5	a	8	Uses current theory, research, and policy on guidance to assess program practices.	1					1	1	
2328	189	6	1	5	a	9	Reviews/revises strategies to reflect emerging theory/research.	1							
2329	189	6	1	5	a	10	Explains current theory, research, and policy on guidance to peers, family members, etc., through articles, parent meetings, conference presentations.	1							1
2330	190	6	2	1	a	0	States the importance of flexibility when working with children and youth in groups.								
2331	190	6	2	1	a	1	Establishes and/or follows program routines being flexible, when necessary.	1							
2332	190	6	2	1	a	2	Handles experiences, activities, and changes in schedule/routine with clear directions and patience.	1							
2333	190	6	2	1	a	3	Demonstrates realistic expectations of children's/youth's abilities to handle activities, transitions, and groupings.	1							
2334	190	6	2	1	a	4	Shifts smoothly from one activity to another and allows sufficient time for activities and transitions.	1							
2335	190	6	2	1	a	5	Understands the importance of alerting each child/youth to changes in activities or routines.	1							
2336	191	6	2	1	b	0	Recognizes that working with groups is different from working with individuals.								

Core Competencies with Indicators

2337	191	6	2	1	b	1	Is aware of age-specific group dynamics.	1						
2338	191	6	2	1	b	2	Limits the number of large groups offered and ends large groups when children are no longer interested or engaged.				1	1		
2339	191	6	2	1	b	3	Understands the importance of providing various age-appropriate groupings throughout the day.			1	1	1		
2340	192	6	2	1	c	0	Considers development, interests, age, abilities, and skill levels when grouping children and youth.							
2341	192	6	2	1	c	1	Invites, but does not require, children to join group activities; helps them select appropriate alternatives.			1	1	1		
2342	192	6	2	1	c	2	Understands that infants require individualized caregiving and should not be grouped for any reason.		1					
2343	192	6	2	1	c	3	Is purposeful when assigning children to small groups (based on interests, reading level, etc.)				1	1		
2344	192	6	2	1	c	4	Understands that toddlers require individualized caregiving and groupings should be limited to those that are age appropriate.			1				1
2345	193	6	2	2	a	0	Provides organization and flexibility when working with children and youth in groups.							
2346	193	6	2	2	a	1	Uses prepared yet flexible learning plans.	1						
2347	193	6	2	2	a	2	Reviews and follows daily learning plans, but adapts plans as necessary.	1						
2348	193	6	2	2	a	3	Plans sufficient blocks of time to carry out and adapt planned activities/experiences based on the needs and interests of children and youth.	1						
2349	193	6	2	2	a	4	Offers open-ended activities and experiences that can be adapted or abandoned, as appropriate.	1						
2350	193	6	2	2	a	5	Plans alternative or “back-up” activities/experiences for times when unexpected difficulties arise or their interest changes.	1						
2351	193	6	2	2	a	6	Anticipates and prepares for possible extensions of activities or planned learning experiences.	1						
2352	193	6	2	2	a	7	Provides each child and youth the opportunity to interact in small and large groups, as appropriate.			1	1	1		
2353	193	6	2	2	a	8	Leads group activities in a positive, relaxed, and pleasant atmosphere.			1	1	1		

Core Competencies with Indicators

2354	193	6	2	2	a	9	Plans for enough space and supervision during group activities to limit challenging behaviors.			1	1	1		
2355	193	6	2	2	a	10	Thinks through process of introducing and conducting a group activity to ensure its success.			1	1	1		
2356	193	6	2	2	a	11	Welcomes children and youth to enter activities and exit activities, as appropriate.			1	1	1		
2357	193	6	2	2	a	12	Monitors for possible challenges to success of activity and adapts plan, as needed.			1	1	1		
2358	193	6	2	2	a	13	Allows enough time for children to enjoy the group activity.			1	1	1		
2359	193	6	2	2	a	14	Shares own interests, experiences, and enthusiasm for group activities with children as appropriate for children's age and development.			1	1	1		
2360	193	6	2	2	a	15	Maintains a consistent, supportive attitude toward all children and youth during a group activity.	1						
2361	193	6	2	2	a	16	Address children's/youth's fears, concerns, and needs revealed during a group experience in a positive, supportive manner.	1						
2362	193	6	2	2	a	17	Takes questions during a group experience seriously; answers them in a meaningful and appropriate way.	1						
2363	193	6	2	2	a	18	Accepts lapses of self-discipline and assists children and youth in identifying new approaches/strategies.			1	1	1		
2364	193	6	2	2	a	19	Anticipates and defuses disruptive behavior (group behavior/behavior in groups) by reducing crowding and keeping children and youth busy and engaged.			1	1	1		
2365	193	6	2	2	a	20	Recognizes patterns of interactions between children and youth that affect behaviors.	1						
2366	193	6	2	2	a	21	Sits near and/or joins children and youth in play or activities, in order to respond to potential conflicts and defuse negative reactions.	1						
2367	193	6	2	2	a	22	Uses a variety of techniques during group experiences to avoid disruptions, including distraction, redirection, and/or humor.			1	1	1		

Core Competencies with Indicators

2368	193	6	2	2	a	23	Plans strategies on how to handle disruptive group behaviors with others (e.g., peers, supervisors/administrators, mentors, coaches consultants) to intervene before an incident takes place.			1	1	1		
2369	193	6	2	2	a	24	Alerts each child and youth well in advance to changes in activities or routines.	1						
2370	193	6	2	2	a	25	Alerts group to regular changes in routines with familiar cues.	1						
2371	193	6	2	2	a	26	Discusses changes in activities/schedule/routine with children and youth and gives reason whenever possible.	1						
2372	193	6	2	2	a	27	Recognizes and responds to individual differences within group experiences.	1						
2373	194	6	2	2	b	0	Enhances group experiences using appropriate services and resources, including technology.							
2374	194	6	2	2	b	1	Plans group experiences that give children and youth an opportunity to interact in public spaces.	1						
2375	194	6	2	2	b	2	Uses technology (e.g., computers, radios, etc.) during group activities and projects.	1						
2376	195	6	2	2	c	0	Recognizes how group dynamics affect the learning process.							
2377	195	6	2	2	c	1	Understands the stages of play: unoccupied, solitary, onlooker, parallel, associative, and cooperative.		1	1	1			
2378	195	6	2	2	c	2	Understands the benefits of mixed age groupings.	1						
2379	195	6	2	2	c	3	Understands that young children require responsive caregiving regardless of the size of the group.		1	1	1			
2380	196	6	2	3	a	0	Plans and guides activities to teach children and youth how to be a group member.							
2381	196	6	2	3	a	1	Models empathy, collaboration, and support in interactions with children, youth, family members, professional staff, and community.	1						1
2382	196	6	2	3	a	2	Plans activities and learning experiences that focus on turn-taking, group planning, team work and leadership.			1	1	1		
2383	196	6	2	3	a	3	Facilitates children's/youth's efforts to support or engage with others.	1						

Core Competencies with Indicators

2384	196	6	2	3	a	4	Plans opportunities that engage children and youth in interactions with peers, families, professional staff, and communities.	1							1
2385	196	6	2	3	a	5	Allows children and youth to suggest ideas about ways to interact with peers, families, professional staff, and communities.				1	1			1
2386	196	6	2	3	a	6	Encourages positive communication, problem solving, negotiation, and relationships.	1							
2387	196	6	2	3	a	7	Integrates children and youth with diverse needs and abilities into group activities.	1							
2388	196	6	2	3	a	8	Encourages positive relationships, communication, and guidance strategies, including problem solving and negotiation within the learning environment.	1							
2389	196	6	2	3	a	9	Models appropriate interactions.	1							
2390	196	6	2	3	a	10	Guides children and youth through challenging situations in a calm, patient, courteous manner.	1							
2391	196	6	2	3	a	11	Encourages children and youth to identify and communicate problems.			1	1	1			
2392	196	6	2	3	a	12	Offers children and youth relevant opportunities to participate in group problem solving.	1							
2393	196	6	2	3	a	13	Provides feedback to children and youth about effectiveness of their communication, strategies, and solutions within the group environment.			1	1	1			
2394	197	6	2	3	b	0	Designs and adapts group experiences to promote engagement and learning.								
2395	197	6	2	3	b	1	Observes children and youth in activities/play to determine the interests of individuals/groups.	1							
2396	197	6	2	3	b	2	Plans activities and equips the environment to reflect the interests of children and youth.	1							
2397	197	6	2	3	b	3	Uses a variety of activities to enhance children's/youth's thinking about/knowledge of concepts related to emerging group interests.	1							
2398	197	6	2	3	b	4	Follows children's/youth's lead in extending emerging interests.	1							

Core Competencies with Indicators

2399	197	6	2	3	b	5	Discusses extensions of activities/learning experiences that children and youth could explore, as age appropriate.	1							
2400	197	6	2	3	b	6	Assesses whether planned activities/experiences are promoting richer play/deeper thinking.	1							
2401	197	6	2	3	b	7	Sustains planning around one topic as long as the children/youth are engaged, while simultaneously introducing other unrelated activities to encourage new/additional directions for the curriculum.	1							
2402	197	6	2	3	b	8	Plans and guides activities/experiences to promote cooperative play/learning.				1	1			
2403	197	6	2	3	b	9	Recognizes the needs, preferences, and/or developmental level of individual children and youth to engage in individual, parallel, and/or cooperative play/learning.	1							
2404	197	6	2	3	b	10	Models and encourages behaviors that support or lead to cooperative play/learning.				1	1			
2405	197	6	2	3	b	11	Plans opportunities and interactive experiences to promote cooperative play/learning.	1							
2406	197	6	2	3	b	12	Includes children and youth in planning new cooperative group activities.				1	1			
2407	197	6	2	3	b	13	Monitors cooperative play/learning in order to facilitate conflict resolution, support positive interactions, and identify new directions for curriculum planning.				1	1			
2408	197	6	2	3	b	14	Ensures that children and youth who rarely join in cooperative play/learning have other types of opportunities to develop social/cooperative skills.				1	1			
2409	197	6	2	3	b	15	Supervises overlapping activities so children and youth can use time effectively.				1	1			
2410	197	6	2	3	b	16	Recognizes that careful planning and supervision are necessary for successful execution of simultaneous activities.				1	1			
2411	197	6	2	3	b	17	Agrees on division of responsibilities with co-worker(s) in group facilitation, if applicable.	1							

Core Competencies with Indicators

2412	197	6	2	3	b	18	Prepares activities and materials in advance to minimize waiting time for children and youth and to allow for supervision.				1	1		
2413	197	6	2	3	b	19	Observes, documents, and seeks feedback about the effectiveness of activities to allow children and youth to utilize time more efficiently.				1	1		1
2414	197	6	2	3	b	20	Helps children and youth use time effectively in small or large group work.				1	1		
2415	197	6	2	3	b	21	Helps children and youth develop time management habits and models effective use of time.				1	1		
2416	197	6	2	3	b	22	Explains structure and timeline of activities to children and youth.				1	1		
2417	197	6	2	3	b	23	Helps children and youth prioritize and plan their activities within the group process.				1	1		
2418	197	6	2	3	b	24	Helps children and youth extend their work by sitting close, focusing attention on their efforts, asking thought provoking questions, etc.				1	1		
2419	197	6	2	3	b	25	Observes and documents children's/youth's ability to manage time effectively to review and revise planning and teaching strategies.				1	1		
2420	197	6	2	3	b	26	Plans and implements group management techniques.	1						
2421	197	6	2	3	b	27	Plans and implements smooth routines and transitions.	1						
2422	197	6	2	3	b	28	Plans and guides group activities and experiences to promote various levels of play.	1						
2423	197	6	2	3	b	29	Provides experiences that engage youth and respond to their interests.					1		
2424	197	6	2	3	b	30	Involves youth in planning and leading activities to promote cooperative experimentation, exploration, simulation, and play.					1		
2425	197	6	2	3	b	31	Integrates children and youth with diverse needs and abilities into the group, following appropriate instructional and guidance procedures.	1						
2426	197	6	2	3	b	32	Offers a wide variety of open-ended materials so that children and youth with diverse needs and abilities can participate.	1						

Core Competencies with Indicators

2427	197	6	2	3	b	33	Consults with others in order to develop methods for integrating children and youth of all abilities into the group.	1						
2428	197	6	2	3	b	34	Assures that adaptive equipment is available, as appropriate, and that adults know how to use the equipment.	1						1
2429	197	6	2	3	b	35	Provides honest answers to children's/youth's questions about disabilities; invites others to share information about children and youth with diverse needs and abilities, focusing on his/her abilities, preferences, etc., rather than on limitations.	1						
2430	197	6	2	3	b	36	Draws on strengths of individuals to include children and youth with diverse needs and abilities into the group.	1						
2431	197	6	2	3	b	37	Reviews/revises inclusion strategies on a regular basis, incorporating the recommendations of others.	1						1
2432	198	6	2	3	c	0	Observes group activities and transitions to enhance individual experiences.							
2433	198	6	2	3	c	1	Assesses overall function of the group.	1						
2434	198	6	2	3	c	2	Reviews/revises group management strategies, as appropriate.	1						
2435	198	6	2	3	c	3	Asks peer to observe transitions and provide feedback on ways the transition can be improved.	1						
2436	198	6	2	3	c	4	Asks peers to observe group activities and provide feedback on ways the group experience can be improved.			1	1	1		
2437	199	6	2	4	a	0	Utilizes group management strategies based on theories of child and youth development.							
2438	199	6	2	4	a	1	Demonstrates knowledge of child development theories and the implications for group management.			1	1			
2439	199	6	2	4	a	2	Tailors expectations of group based on theories of child/youth development.	1						
2440	199	6	2	4	a	3	Plans developmentally appropriate group activities for children and youth.			1	1	1		
2441	199	6	2	4	a	4	Responds to challenges within the group by using developmentally appropriate management techniques.	1						
2442	199	6	2	4	a	5	Uses consequences related to developmental level of the children/youth.			1	1	1		

Core Competencies with Indicators

2443	199	6	2	4	a	6	Reviews/revises guidance strategies as children and youth grow and change.	1						
2444	199	6	2	4	a	7	Applies motivation and group dynamic theory to children and youth in group settings.	1						
2445	200	6	2	4	b	0	Analyzes observation and assessment data to improve group experiences.							
2446	200	6	2	4	b	1	Evaluates and adapts group experiences to ensure that all children and youth are learning.			1	1	1		
2447	200	6	2	4	b	2	Observes and documents individual children's/youth's success/learning in group experiences.			1	1	1		
2448	200	6	2	4	b	3	Monitors group experiences to determine which children/youth are making progress, which children/youth have lost interest, which children/youth need additional support to succeed in the activity, etc.			1	1	1		
2449	200	6	2	4	b	4	Seeks evaluative support from others, as appropriate, to ensure that all children and youth are learning.	1						
2450	200	6	2	4	b	5	Equalizes opportunities for leadership in group settings by identifying appropriate skills/interests of children and youth.				1	1		
2451	200	6	2	4	b	6	Provides additional support to individual child/youth, as appropriate.	1						
2452	200	6	2	4	b	7	Screens individual children and youth, using accepted developmental instruments and applies information to management of the group.	1						
2453	200	6	2	4	b	8	Uses information from screenings, family members and other sources to plan for the needs, preferences, and development of the individual child in group settings.	1						
2454	200	6	2	4	b	9	Consults with others, as appropriate, to design methods that help children and youth succeed in the learning community.	1						
2455	200	6	2	4	b	10	Uses observation, evaluation, and youth input to improve group experiences.					1		
2456	201	6	2	4	c	0	Designs and develops effective group activities and interactions based on current research and curriculum.							

Core Competencies with Indicators

2457	201	6	2	4	c	1	Observes children in cooperative group activities, documents outcomes and analyzes effectiveness of cooperative group activities.			1	1	1		
2458	201	6	2	4	c	2	Adapts lesson plans to reflect current research on curriculum design.	1						
2459	201	6	2	4	c	3	Assesses children's success in new activities and reviews and revises cooperative group activities.			1	1	1		
2460	201	6	2	4	c	4	Develops activities to foster skills that focus on negotiating, compromising, problem solving and shared leadership in both large and small groups.				1	1		
2461	201	6	2	4	c	5	Integrates children and youth of all abilities into the group, following appropriate instructional and guidance procedures.	1						
2462	201	6	2	4	c	6	Designs and implements responsive systems that result in the continued participation of youth.					1		1
2463	201	6	2	4	c	7	Develops cooperative group skills that focus on working in small groups, negotiating, compromising, and problem solving.				1	1		
2464	201	6	2	4	c	8	Helps children and youth succeed in small groups by modeling cooperative skills, such as negotiating, compromising, and problem solving, etc.				1	1		
2465	201	6	2	4	c	9	Plans small group activities and opportunities for every area of the program.			1	1	1		
2466	201	6	2	4	c	10	Ensures that children and youth who rarely join in small group activities have other types of opportunities to develop skill at negotiating/compromising/problem solving.			1	1	1		
2467	201	6	2	4	c	11	Observes and documents children's/youth's skills in small groups to review and revise planning and facilitation strategies.			1	1	1		
2468	202	6	2	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy enhancing group experiences.							
2469	202	6	2	5	a	1	Uses current theory and research on group experiences to justify program practices.	1					1	1
2470	202	6	2	5	a	2	Reviews and revises strategies to reflect emerging theory/research.	1						

Core Competencies with Indicators

2471	202	6	2	5	a	3	Explains current theory and research, on group experiences to others (e.g., peers, family members, etc.), through articles, parent meetings, and conference presentations.	1							1
2472	203	6	3	1	a	0	Provides an environment that offers choices.								
2473	203	6	3	1	a	1	Provides at least one extended free choice time during the day so that children/youth may explore several experiences/activities during the session.	1							
2474	203	6	3	1	a	2	Provides a variety of materials, learning experiences, and activities for children and youth to choose from during free choice.	1							
2475	203	6	3	1	a	3	Provides a daily/weekly schedule that offers diverse activities for youth choice.					1			1
2476	203	6	3	1	a	4	Provides an environment where materials are easily accessible for free choice.	1							
2477	204	6	3	1	b	0	Promotes and supports child-initiated and youth-led learning activities.								
2478	204	6	3	1	b	1	Involves youth in planning and leading activities to promote cooperative experimentation, exploration, simulation, and play.					1			
2479	204	6	3	1	b	2	Provides ample child- and youth-directed activities as compared to adult-directed or adult-initiated experiences.	1							
2480	204	6	3	1	b	3	Offers children and youth opportunities to make choices throughout the day.	1							
2481	204	6	3	1	b	4	Guides a child or youth who has difficulty making decisions.			1	1	1			
2482	204	6	3	1	b	5	Follows children's/youth's lead in extending emerging interests.					1			
2483	205	6	3	1	c	0	Provides children and youth with leadership opportunities.								
2484	205	6	3	1	c	1	Provides opportunities for peer mentoring among youth (older youth helping younger youth).					1			
2485	205	6	3	1	c	2	Facilitates community service and/or service learning opportunities for youth to support the school and outside agencies.					1			1
2486	205	6	3	1	c	3	Provides leadership roles within structured activities.	1							
2487	206	6	3	2	a	0	Supports active participation of children and youth in the program.								

Core Competencies with Indicators

2488	206	6	3	2	a	1	Creates a safe environment where youth can freely explore and express themselves.	1							
2489	206	6	3	2	a	2	Creates learning environment using concrete manipulative materials, free choice, child/youth decision-making, and play as a context for enhancing development and active learning.	1							
2490	206	6	3	2	a	3	Facilitates child and youth participation in making choices, problem-solving, and conflict resolution.			1	1	1			1
2491	206	6	3	2	a	4	Offers long periods of time for children and youth to explore several activities during free choice time.	1							
2492	206	6	3	2	a	5	Schedules at least one large block of free choice time in the daily schedule without interruptions or transitions (e.g., more than one hour).	1							
2493	206	6	3	2	a	6	Develops daily schedule to ensure smooth transitions; balance of active/quiet, indoor/outdoor, and structure/flexibility; ample choice and free play; and a variety of educational groupings, as appropriate, throughout the day.	1							
2494	207	6	3	2	b	0	Develops relationships with children and youth while respecting cultural differences in participation style.								
2495	207	6	3	2	b	1	Plans activities and experiences that recognize and celebrates the diversity of the community (i.e., gender, race, linguistic, sexual orientation, etc.).	1							
2496	207	6	3	2	b	2	Respects child, youth, and family boundaries.	1							
2497	207	6	3	2	b	3	Interacts with children and youth in a culturally sensitive manner.	1							
2498	207	6	3	2	b	4	Talks with children/youth in a positive manner, positions self at their level, and attempts to make eye contact (if culturally appropriate).	1							
2499	207	6	3	2	b	5	Uses knowledge of youth culture to connect appropriately with youth.						1		
2500	208	6	3	2	c	0	Fosters critical thinking, decision-making, problem-solving, and goal-setting skills.								

Core Competencies with Indicators

2501	208	6	3	2	c	1	Creates a curriculum and learning environment using authentic materials, technologies, choices, and decision-making which incorporates experimentation, exploration, simulation, and play as a context for enhancing development and active learning.				1	1		
2502	208	6	3	2	c	2	Plans activities where youth receive direct instruction regarding critical thinking, decision-making, problem-solving, and goal-setting skills.					1		
2503	208	6	3	2	c	3	Provides activities where youth are able to practice life skills.					1		
2504	208	6	3	2	c	4	Provides an environment where children and youth are comfortable taking appropriate risks.	1						
2505	208	6	3	2	c	5	Creates a child/youth-centered social structure that allows children and youth to solve problems; make plans, choices, and decisions, etc.				1	1		
2506	208	6	3	2	c	6	Uses conversation and open-ended questions to help children process and/or problem solve during play.			1	1	1		
2507	208	6	3	2	c	7	Models sharing, turn-taking, and problem-solving, so that children and youth develop social skills while engaged in active play.	1						
2508	208	6	3	2	c	8	Recognizes that children and youth may need support to solve problems appropriately; and facilitates, when needed, so that children can resume play.	1						
2509	208	6	3	2	c	9	Encourages independent problem solving whenever possible, recognizing that the solutions developed by children and youth are often more acceptable to their peers than adults' solutions.			1	1	1		
2510	208	6	3	2	c	10	Provides opportunities/materials for children and youth to practice problem solving and conflict resolution.			1	1	1		
2511	209	6	3	2	d	0	Engages children and youth in leadership activities.							
2512	209	6	3	2	d	1	Offers age appropriate opportunities for children and youth to contribute to program operations (e.g., delivering messages, selecting materials, setting the table, distributing food, helping others button coats or tie shoes).			1	1	1		1
2513	209	6	3	2	d	2	Designs activities to build specific leadership skills (e.g., helper chart, youth-led activities, etc.).			1	1	1		

Core Competencies with Indicators

2514	209	6	3	2	d	3	Uses observation to assess child and youth interests.			1	1	1		
2515	209	6	3	2	d	4	Uses student interest surveys to assess youth interests.					1		
2516	209	6	3	2	d	5	Uses small groups to develop ideas, direction, choices for youth.					1		
2517	210	6	3	2	e	0	Maintains appropriate emotional and physical boundaries between children, youth, and adults.							
2518	210	6	3	2	e	1	Follows program's policies and procedures regarding interactions with children and youth.	1						
2519	210	6	3	2	e	2	Helps set expectations for youth conduct.					1		1
2520	211	6	3	3	a	0	Develops the capacity for self-reflection, communication, empathy, and tolerance of diverse opinions and cultures in children and youth.							
2521	211	6	3	3	a	1	Designs activities to explore self-reflection, communication, empathy, and tolerance.	1						
2522	211	6	3	3	a	2	Fosters an environment where children feel comfortable discussing issues related to self-reflection, communication, empathy, and tolerance of diverse opinions and cultures	1						
2523	211	6	3	3	a	3	Creates an environment that allows youth to freely express their opinions.	1						
2524	211	6	3	3	a	4	Assists children and youth in assuming responsibility for their own actions and the consequences of their choices and actions.			1	1	1		
2525	212	6	3	3	b	0	Provides children and youth with opportunities to serve others.							
2526	212	6	3	3	b	1	Provides activities that introduce young children to service learning.				1			
2527	212	6	3	3	b	2	Engaging youth in planning community service and/or service learning opportunities.					1		1
2528	212	6	3	3	b	3	Develops and implements strategies that encourage the social development of children and youth in various roles such as leadership.				1	1		
2529	213	6	3	4	a	0	Designs activities to support leadership opportunities.							
2530	213	6	3	4	a	1	Build leadership opportunities into routines.				1	1		
2531	213	6	3	4	a	2	Coordinates a variety of leadership opportunities for youth (i.e., peer mentoring, clubs, young leadership programs).					1		
2532	214	6	3	4	b	0	Facilitates strategic planning that involves youth and children.							

Core Competencies with Indicators

2533	214	6	3	4	b	1	Ensures that service learning opportunities are aligned with grade level expectations.					1		1
2534	214	6	3	4	b	2	Involves children and youth in the decision-making process, encouraging them to take an active role in planning and problem solving.			1	1	1		1
2535	214	6	3	4	b	3	Provides youth with opportunities that encourage youth to engage in new experiences.					1		
2536	215	6	3	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy engaging and empowering children and youth.							
2537	215	6	3	5	a	1	Evaluates use of resources, support, and technology to facilitate the engagement and empowerment of children and youth.	1						
2538	215	6	3	5	a	2	Selects curricula that reflect current methods for engaging and empowering children and youth.	1						
2539	215	6	3	5	a	3	Explains how child/youth engagement and empowerment guides the development of environment and teaching practices.	1						
2540	215	6	3	5	a	4	Makes adjustments to curricula and programming based on current theory and research.	1						
2541	215	6	3	5	a	5	Educates others regarding research-based theories and issues relevant to engagement and empowering children and youth.	1						
2542	215	6	3	5	a	6	Shares information related to child/youth engagement and empowerment at family or staff meetings, educational conferences, etc.	1						
2543	215	6	3	5	a	7	Publishes articles related to engagement and empowerment of children and youth.	1						
2544	215	6	3	5	a	8	Establishes, evaluates, and updates criteria, procedures, and documentation methods for child/youth engagement and empowerment.	1						1
2545	215	6	3	5	a	9	Creates and updates the program's policies and procedures related to designing/selecting curricula for child/youth engagement and empowerment.	1						1

Core Competencies with Indicators

2546	215	6	3	5	a	10	Educates other adults about appropriate child/youth engagement and empowerment practices and methods through modeling, coaching, and/or direct instruction.	1								
2547	215	6	3	5	a	11	Collaborates with community partners to develop and implement regulations or policies relevant to engagement and empowerment of children and youth.	1								1
2548	215	6	3	5	a	12	Informs the field how to support children's self-reflection, engagement, and empowerment.	1								
2549	215	6	3	5	a	13	Explains that children and youth are capable of various levels of self-reflection and that learning is enhanced by reviewing and analyzing experiences.	1								
2550	215	6	3	5	a	14	Educates professionals to review and adapt environment and activities in response to children's reflections about their own learning.	1								1
2551	215	6	3	5	a	15	Encourages professionals to document children's reflection in a variety of ways, including dictations, portfolios, displays, etc.	1								
2552	215	6	3	5	a	16	Shares information related to children's reflection through in-services, articles, conference presentations, etc...while maintaining confidentiality.	1								
2553	216	6	3	5	b	0	Analyzes organizational culture and implements changes that demonstrate the value and need for child and youth leadership, voice, engagement, and empowerment.									
2554	216	6	3	5	b	1	Explains how the organization culture promotes child/youth engagement and empowerment.	1							1	1
2555	216	6	3	5	b	2	Educates other adults about how the organizational culture promotes child/youth engagement and empowerment through modeling, coaching, and/or direct instruction.	1								1
2556	217	7	1	1	a	0	Follows program's mission and policies.									
2557	217	7	1	1	a	1	Knows and understands the program's purpose.	1								
2558	217	7	1	1	a	2	Behaves responsibly and professionally.	1								
2559	217	7	1	1	a	3	Participates in the program team.	1								
2560	217	7	1	1	a	4	Identifies, completes, and keeps required records.	1								
2561	217	7	1	1	a	5	Complies with program policies and standards.	1								

Core Competencies with Indicators

2562	217	7	1	1	a	6	Follows accreditation standards, if program is accredited, or learns about the accreditation process and requirements.	1							
2563	217	7	1	1	a	7	Maintains confidentiality while gathering and sharing information concerning children and youth, families, and/or staff with others (e.g., peers, supervisors/administrators, mentors, consultants, coaches, and/or families).	1							
2564	217	7	1	1	a	8	Maintains up-to-date child, family, and program records required or suggested by licensing, accreditation standards, and/or program's policies and procedures (e.g., enrollment paperwork, emergency contact numbers, etc.).	1							
2565	217	7	1	1	a	9	Organizes records so they are readily accessible and easily interpreted for program, licensing personnel, accreditation review, consultants, coaches, etc.	1							
2566	217	7	1	1	a	10	Maintains the confidentiality of records.	1							
2567	217	7	1	1	a	11	Makes records available to appropriate program regulators (e.g., personnel, licensing representative, etc.).	1							
2568	217	7	1	1	a	12	Informs supervisors/administrators of non-compliance issues (e.g., reports when program is out of ratio, when equipment is damaged, etc.).	1							
2569	217	7	1	1	a	13	Informs appropriate regulatory authorities and/or program administration of non-compliance issues (e.g., reports when program is out of ratio, when equipment is damaged, etc.).	1							
2570	217	7	1	1	a	14	Corrects violation of program policy or informs others (e.g., supervisors/administrators) about violations.	1							
2571	217	7	1	1	a	15	Maintains staff/child ratio at all times.	1							
2572	217	7	1	1	a	16	Meets annual training requirements.	1							
2573	217	7	1	1	a	17	Maintains all required personnel records.	1						1	1
2574	217	7	1	1	a	18	Follows the program's policies and procedures related to personal appearance.	1							
2575	217	7	1	1	a	19	Follows the program's policies and procedures regarding job responsibilities.	1							
2576	217	7	1	1	a	20	Participates in and completes all duties as assigned.	1							

Core Competencies with Indicators

2577	217	7	1	1	a	21	Follows appropriate procedures when requesting leave time for personal issues, appointments, and commitments.	1						
2578	217	7	1	1	a	22	Maintains all required child records.	1						
2579	218	7	1	2	a	0	Supports and implements the program's mission and policies.							
2580	218	7	1	2	a	1	Reads, understands, and shows commitment to the program's mission, philosophy, and goals.	1						
2581	218	7	1	2	a	2	Organizes, plans, keeps records, and communicates effectively.	1						
2582	218	7	1	2	a	3	Bases organizational practices and behaviors on program mission and policies.	1						1
2583	218	7	1	2	a	4	Bases educational practices and behaviors on program mission and policies.	1						
2584	218	7	1	2	a	5	Understands and can explain the program's mission statement/philosophy.	1						
2585	218	7	1	2	a	6	Provides guidance and leadership so that the organizational practices embody the program's mission statement/philosophy.	1					1	1
2586	218	7	1	2	a	7	Interacts with children, youth, peers, families, volunteers, etc., in ways that reflect the program's mission.	1						
2587	218	7	1	2	a	8	Demonstrates the program's mission through day-to-day operations.	1						
2588	218	7	1	2	a	9	Discusses program mission and policies with family and community members in a positive manner.	1						
2589	218	7	1	2	a	10	Engages staff members in the planning process for program improvement.	1					1	1
2590	218	7	1	2	a	11	Engages youth in planning process for program improvement.					1		
2591	218	7	1	2	a	12	Includes children and youth in the planning process, as age appropriate, for activities, scheduling, etc.	1						
2592	218	7	1	2	a	13	Understands and supports policy and procedures related to transitions for children and youth.	1						
2593	218	7	1	2	a	14	Supports and complies with regulations and standards to ensure safe operation of program for children, youth, and adults.	1						
2594	218	7	1	2	a	15	Enforces regulations and standards to ensure safe operation of program for children, youth, and adults.	1						1

Core Competencies with Indicators

2595	218	7	1	2	a	16	Explains program goals in a knowledgeable and positive manner when speaking to peers, families, volunteers, the public, etc.	1							
2596	219	7	1	2	b	0	Promotes program planning and evaluation using appropriate services and resources, including technology.								
2597	219	7	1	2	b	1	Selects and uses appropriate equipment, materials, services, and resources.	1							
2598	219	7	1	2	b	2	Confers with others (e.g., peers, supervisors/administrators, mentors, coaches, and consultants) in order to identify and use available resources and/or expertise.	1							
2599	219	7	1	2	b	3	Secures resources from community organizations, media and local businesses to ensure an effective operation.	1							
2600	219	7	1	2	b	4	Uses available resources wisely to ensure an effective operation.	1							
2601	219	7	1	2	b	5	Identifies child, youth, and family needs and assesses program materials, supplies, and services to determine needed resources.	1							
2602	219	7	1	2	b	6	Seeks diverse expertise from families and community members.	1							
2603	219	7	1	2	b	7	Incorporates technology into program planning and evaluation.	1							
2604	219	7	1	2	b	8	Involves youth in developing activities and learning experiences.					1			
2605	219	7	1	2	b	9	Utilize media and technology to communicate program philosophy, goals, and achievements.	1							
2606	219	7	1	2	b	10	Uses technology to gather information for program evaluation.	1							
2607	219	7	1	2	b	11	Assists in gathering information for program evaluation.	1							
2608	220	7	1	3	a	0	Participates in strategic planning and goal setting for program improvement.								
2609	220	7	1	3	a	1	Leads processes to identify program's strengths, weaknesses, opportunities, and challenges to develop and/or revise strategic plan and set future goals.	1					1	1	
2610	220	7	1	3	a	2	Participates in and helps with processes to identify program's strengths, weaknesses, opportunities, and challenges to develop and/or revise strategic plan and set future goals.	1							

Core Competencies with Indicators

2611	220	7	1	3	a	3	Contributes observations and ideas related to program improvement and/or growth (e.g., considers funding opportunities, community needs, current regulations, emerging research, best practices, etc.)	1								
2612	220	7	1	3	a	4	Uses professional standards for program planning and development.	1								
2613	220	7	1	3	a	5	Develops policies and implements practices to promote the overall development of children and youth.	1								
2614	220	7	1	3	a	6	Documents program activities, curriculum planning, adult development, and family involvement activities.	1								
2615	220	7	1	3	a	7	Engages youth in strategic planning and goal setting for programming.						1			
2616	220	7	1	3	a	8	Values involving youth in the planning process.						1			
2617	221	7	1	3	b	0	Incorporates cultural diversity into the daily program.									
2618	221	7	1	3	b	1	Plans parent orientation and education programs that reflect the diversity of the community.	1								
2619	221	7	1	3	b	2	Recruits staff and families to reflect diversity in the community to establish/maintain a diverse and inclusive program.	1								
2620	221	7	1	3	b	3	Surveys staff, families, therapists, etc., to identify areas of strength and opportunities for growth in the scope and operation of the program as it relates to cultural diversity and inclusion and use results to revise program operations.	1						1	1	
2621	221	7	1	3	b	4	Enlists supports for staff who are working with children and youth with diverse needs and abilities (e.g., early intervention programs.)	1						1	1	
2622	222	7	1	3	c	0	Implements strategies to promote the value of the program in the community.									
2623	222	7	1	3	c	1	Plans family orientations and community-based education programs.	1								
2624	222	7	1	3	c	2	Uses evaluations to improve and plan future efforts and market the program in the community.	1						1	1	
2625	222	7	1	3	c	3	Develops and implements marketing plan to promote the program in the community.	1						1	1	

Core Competencies with Indicators

2626	222	7	1	3	c	4	Identifies target audiences/characteristics and matches materials and methods to marketing activities.	1					1	1
2627	222	7	1	3	c	5	Identifies sources of client referrals (e.g., website, signs, referral databases, yellow pages, community job fairs, Mom's Clubs, current clients).	1					1	1
2628	222	7	1	3	c	6	Evaluates effectiveness of marketing activities and analyzes and updates marketing plan, as needed.	1					1	1
2629	222	7	1	3	c	7	Analyzes enrollment and supply and demand data to identify how many infant, toddler, preschool, and school-age slots are needed in community.	1					1	1
2630	222	7	1	3	c	8	Utilizes a parent handbook and program brochures as a marketing tool.	1						
2631	222	7	1	3	c	9	Utilize media and technology to communicate program philosophy, goals, achievements to potential referral sources.	1					1	1
2632	222	7	1	3	c	10	Plans special events of interest to potential families, funders, and referral sources (e.g., employers, community organizations, etc.).	1					1	1
2633	222	7	1	3	c	11	Uses a variety of techniques to solicit media coverage of special events, such as phone calls, press releases, press kits, etc.	1					1	1
2634	222	7	1	3	c	12	Provides updated program information to Child Care Resource and Referral and other local agencies and professional organizations.	1					1	1
2635	222	7	1	3	c	13	Develops public relations strategies to establish the program in the community.	1					1	1
2636	222	7	1	3	c	14	Identifies unique aspects of the program's mission or services offered in order to present the program in the most effective manner.	1					1	1
2637	222	7	1	3	c	15	Prepares and disseminates program literature and updates on a regular basis.	1						
2638	222	7	1	3	c	16	Identifies available media outlets in the community and matches public relations efforts to appropriate media outlets.	1					1	1

Core Competencies with Indicators

2639	222	7	1	3	c	17	Represents the program at community meetings, shares program information, participates on committees and task forces, etc.	1						1	1
2640	223	7	1	3	d	0	Aligns practices with program policies and procedures.								
2641	223	7	1	3	d	1	Demonstrates the relationship between daily practices and the program's philosophy.	1							
2642	223	7	1	3	d	2	Explains how program's philosophy guides program operations and activities.	1							1
2643	223	7	1	3	d	3	Reflects the program's philosophy in planning, implementation, and description of program activities.	1							
2644	223	7	1	3	d	4	Communicates program philosophy and daily practices through a variety of sources (e.g., during parent meetings, letters to families, displays, program newsletter, presentations to community groups or educational conferences, etc.).	1							
2645	223	7	1	3	d	5	Modifies situation or notifies staff of necessary changes, upgrades, and improvements related to health and safety.	1						1	1
2646	223	7	1	3	d	6	Modifies situation or notifies supervisors/administrators of necessary changes, upgrades, and improvements related to health and safety.	1							
2647	224	7	1	4	a	0	Develops and monitors program policies and procedures that integrate laws, regulations, and professional standards.								
2648	224	7	1	4	a	1	Researches policies of other programs in order to develop, revise, and improve comprehensive program policies.	1						1	1
2649	224	7	1	4	a	2	Reviews any existing policies to determine whether these remain appropriate and applicable to current practice.	1						1	1
2650	224	7	1	4	a	3	Seeks support, assistance, and clarification from others, including funders, licensing, board/advisory groups, staff, families, and community.	1						1	1
2651	224	7	1	4	a	4	Creates opportunities for families and youth to be actively involved in program and policy development.						1	1	1
2652	224	7	1	4	a	5	Reflects on regulatory and other standards, program's mission, philosophy, and community needs in developing program policies.	1							

Core Competencies with Indicators

2653	224	7	1	4	a	6	Communicates to others in the program about policy developments and changes (e.g., procedures and timeline for implementing policies, reasons for policies, expectations for compliance with policies, consequences for failure to comply with policies, etc.)	1								
2654	224	7	1	4	a	7	Models compliance with policies.	1								
2655	224	7	1	4	a	8	Enforces compliance with policies.	1						1	1	
2656	224	7	1	4	a	9	Develops and implements a risk management plan.	1						1	1	
2657	224	7	1	4	a	10	Develops program policies and practices to support families in crisis.	1								
2658	224	7	1	4	a	11	Develops program policies and practices to promote each child's inclusion.	1								
2659	224	7	1	4	a	12	Develops the program's fiscal policies and procedures.	1						1	1	
2660	224	7	1	4	a	13	Implements, reviews, and revises the program business plan on a regular basis.	1						1	1	
2661	224	7	1	4	a	14	Monitors learning environments, playground, and common spaces in the program to ensure that all regulations and/or laws related to the health and safety of children are followed.	1								
2662	224	7	1	4	a	15	Remains educated on trends and emerging/existing regulations.	1								
2663	224	7	1	4	a	16	Identifies and anticipates risk-management issues and communicates them accordingly.	1								
2664	224	7	1	4	a	17	Oversees the implementation of the risk management plan.	1						1	1	
2665	224	7	1	4	a	18	Explains the importance of implementing professional standards related to the health and safety of children and youth.	1								
2666	225	7	1	4	b	0	Manages program resources effectively.									
2667	225	7	1	4	b	1	Identifies the need for and requests appropriate equipment, materials, and resources for the program.	1								
2668	225	7	1	4	b	2	Acquires appropriate equipment, materials, and resources for the program.	1								
2669	225	7	1	4	b	3	Develops a plan and process for acquiring and updating materials and equipment on a regular basis.	1								
2670	225	7	1	4	b	4	Solicits in-kind donations of materials, equipment, funding, etc.	1								

Core Competencies with Indicators

2671	225	7	1	4	b	5	Obtains and uses resources to make program adaptations for each child.	1							
2672	225	7	1	4	b	6	Observes children's activities to determine what additional resources/services might be appropriate for individuals or the group.	1							
2673	225	7	1	4	b	7	Provides children and youth with materials and equipment that they can care for and safely use.	1							
2674	225	7	1	4	b	8	Ensures that systems are in place to effectively manage program records, financial documents, personnel matters, inventory and other resources, and time management.	1					1	1	
2675	225	7	1	4	b	9	Operates within allocated budget, seeks approval, and/or follows program procedures for expenditures.	1					1	1	
2676	225	7	1	4	b	10	Maintains and submits financial records and receipts.	1							
2677	225	7	1	4	b	11	Evaluates use of resources and supports, including technology, to program planning and evaluation.	1							
2678	225	7	1	4	b	12	Implements effective systems to track enrollment, attendance, assessments.	1					1	1	
2679	225	7	1	4	b	13	Demonstrates the ability to organize and operate various types of early childhood and youth development programs.	1							
2680	225	7	1	4	b	14	Seeks feedback from others (e.g., peers, coaches, researchers, and families) about strengths and areas for growth of organization and operation.	1					1	1	
2681	225	7	1	4	b	15	Reviews and revises organizational/operational strategies and procedures on a regular schedule.	1					1	1	
2682	225	7	1	4	b	16	Manages the program in a way that minimizes risk (e.g., removes outdated cribs, fences outdoor play area, etc.).	1							
2683	226	7	1	4	c	0	Identifies and interprets program evaluation methods.								
2684	226	7	1	4	c	1	Recognizes the importance of evaluation and assists in evaluating the program's effectiveness.	1							
2685	226	7	1	4	c	2	Creates opportunities for youth involvement in program planning and evaluation.					1			
2686	226	7	1	4	c	3	Assists with the review and analysis of data related to activities and operations throughout the program.	1							1

Core Competencies with Indicators

2687	226	7	1	4	c	4	Analyzes data related to activities and operations throughout the program.	1					1	1
2688	226	7	1	4	c	5	Maintains child and family's confidentiality when documenting program achievements and challenges.	1						
2689	226	7	1	4	c	6	Analyzes program evaluations for strategic planning.	1					1	1
2690	226	7	1	4	c	7	Researches and chooses evaluation methods appropriate to a specific purpose that support the program's organizational style and philosophy.	1					1	1
2691	226	7	1	4	c	8	Confers with others (e.g., peers, supervisors/administrators, mentors, coaches, and consultants) to determine purpose of evaluation, and to select appropriate method.	1						
2692	226	7	1	4	c	9	Educates others (e.g., staff, families, volunteers, therapists, etc.), about rationale, limitations, and implications of evaluation methods.	1						
2693	226	7	1	4	c	10	Provides guidance and training to others (e.g., staff, volunteers, therapists, etc.), about evaluation procedures.	1						1
2694	226	7	1	4	c	11	Reviews and revises evaluation strategies and procedures on a regular basis.	1						1
2695	226	7	1	4	c	12	Facilitates the development of youth leadership in planning and evaluating the program.					1		
2696	226	7	1	4	c	13	Conducts program self assessments using reliable and valid instruments (e.g., ECERS-R, ITERS-R, FCCERS-R, PQA, CLASS, etc.).	1						
2697	226	7	1	4	c	14	Observes and documents activities and operations throughout the program on a regular basis, including observations of learning environment, playground, office, kitchen, etc.	1						
2698	226	7	1	4	c	15	Arranges for or secures the services of valid and reliable assessors.	1					1	1
2699	226	7	1	4	c	16	Welcomes other observers into the learning/work environment.	1						
2700	226	7	1	4	c	17	Communicates observations regarding program strengths, weaknesses, and opportunities for program improvement and growth.	1						
2701	227	7	1	4	d	0	Promotes collaborations to support the program.							

Core Competencies with Indicators

2702	227	7	1	4	d	1	Promotes collaborations between school districts and community programs to encourage children's development in a Prenatal through K-12 comprehensive education system.	1								
2703	227	7	1	4	d	2	Identifies and communicates needs of the program in order to seek community assistance and/or collaborations.	1								1
2704	227	7	1	4	d	3	Invites community officials and leaders to program activities and events.	1								1
2705	227	7	1	4	d	4	Collaborates with board or advisory groups.	1								1
2706	227	7	1	4	d	5	Finds meaningful ways to engage board/advisory groups.	1							1	1
2707	227	7	1	4	d	6	Incorporates staff input regarding program operations, needs, successes, and challenges when communicating with board/advisory groups.	1							1	1
2708	227	7	1	4	d	7	Maintains regular communication with board/advisory groups, utilizing appropriate and professional methods of communication.	1							1	1
2709	227	7	1	4	d	8	Prepares reports, documentation, and other materials for board/advisory groups, as requested.	1							1	1
2710	227	7	1	4	d	9	Participates in board/advisory group meetings to provide oral reports, respond to questions, participate on committees/task forces, etc.	1								
2711	227	7	1	4	d	10	Designs and facilitates strategic planning and goal-setting activities to involve staff, families, and the community.	1							1	1
2712	227	7	1	4	d	11	Engages family member's active participation in program and policy development.	1								1
2713	227	7	1	4	d	12	Promotes and builds relationships between school-day and out-of-school programs.							1		
2714	227	7	1	4	d	13	Incorporates programming that integrates and complements the school curriculum.							1		
2715	228	7	1	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting program planning and evaluation.									
2716	228	7	1	5	a	1	Keeps current with new research and policies and compares different theories and research findings to determine validity or appropriateness for the program.	1								

Core Competencies with Indicators

2717	228	7	1	5	a	2	Uses current theory, research, and policy on program planning and evaluation to justify assessment practices.	1							
2718	228	7	1	5	a	3	Explains current theory, research, and policy on program planning and evaluation to peers, families, the public, etc., through articles, parent meetings, and conference presentations.	1							
2719	228	7	1	5	a	4	Evaluates emerging theory, research, and policy to justify adaptations and revisions of program planning and evaluation strategies, as appropriate.	1					1	1	
2720	228	7	1	5	a	5	Researches a broad range of regulations and laws that govern the operation of any business.	1							
2721	228	7	1	5	a	6	Develops ongoing relations with governmental authorities, attorneys, licensing representatives, etc. and seeks assistance to interpret relevant regulations and laws.	1							
2722	228	7	1	5	a	7	Communicates legal issues/concerns with boards/advisory groups, licensing representatives, etc.	1					1	1	
2723	228	7	1	5	a	8	Takes actions on legal issues/concerns as directed by supervisor/administrator, board/advisory groups, licensing representatives, etc.	1							
2724	228	7	1	5	a	9	Researches and anticipates legal and risk-management issues and develops strategies to address them.	1					1	1	
2725	229	7	2	1	a	0	Follows program personnel policies and procedures.								
2726	229	7	2	1	a	1	Organizes, plans, keeps records, and communicates effectively.	1							
2727	229	7	2	1	a	2	Provides records within a specified time frame and maintains records in designated location.	1							
2728	229	7	2	1	a	3	Meets annual training requirements.	1							
2729	229	7	2	1	a	4	Maintains all required personnel records.	1					1	1	
2730	229	7	2	1	a	5	Explains program goals in a knowledgeable and positive manner when speaking to peers, families, volunteers, the public, etc.	1							
2731	229	7	2	1	a	6	Follows the program's policies and procedures related to personal appearance.	1							
2732	229	7	2	1	a	7	Follows the program's policies and procedures regarding job responsibilities.	1							

Core Competencies with Indicators

2733	229	7	2	1	a	8	Participates in and completes all duties as assigned.	1						
2734	229	7	2	1	a	9	Follows appropriate procedures when requesting leave time for personal issues, appointments, and commitments.	1						
2735	229	7	2	1	a	10	Documents own attendance, punctuality, and time on task.	1						
2736	230	7	2	2	a	0	Implements principles of teamwork in interactions with others.							
2737	230	7	2	2	a	1	Values the knowledge, skills, and expertise of all team members.	1						
2738	230	7	2	2	a	2	Recognizes the difference between personal and professional relationships, and maintains professionalism at all times.	1						
2739	230	7	2	2	a	3	Maintains confidentiality regarding children, youth, and families while working with others.	1						
2740	230	7	2	2	a	4	Accepts responsibility and actively participates on team.	1						
2741	230	7	2	2	a	5	Provides leadership within the team environment and establishes expectations.	1					1	1
2742	230	7	2	2	a	6	Cooperates with requests, helping wherever help is needed.	1						
2743	230	7	2	2	a	7	Listens carefully to ideas of others.	1						
2744	230	7	2	2	a	8	Communicates expectations and needs to others (e.g., support staff, volunteers, and professionals).	1						
2745	230	7	2	2	a	9	Explains information in a clear way to others (e.g., peers, support staff, volunteers, and professionals).	1						
2746	230	7	2	2	a	10	Supports others (e.g., staff members, volunteers, and professionals), as needed.	1						
2747	230	7	2	2	a	11	Recognizes that each member of a team has strengths and weaknesses.	1						
2748	230	7	2	2	a	12	Explains own strengths and areas for growth as team member.	1						
2749	230	7	2	2	a	13	Collaborates with team, meeting all relevant obligations (e.g., conducts self in a professional manner, exchanges information, observations, and ideas, completes tasks and reports on schedule).	1						
2750	230	7	2	2	a	14	Offers assistance to the team and individuals, as needed.	1						
2751	231	7	2	2	b	0	Promotes personnel management practices using appropriate services and resources, including technology.							

Core Competencies with Indicators

2752	231	7	2	2	b	1	Establishes, follows, and/or revises written plans for record keeping systems.	1							
2753	231	7	2	2	b	2	Uses software for personnel management of program.	1					1	1	
2754	231	7	2	2	b	3	Utilizes community services for filling temporary positions, hiring substitutes, etc.	1					1	1	
2755	231	7	2	2	b	4	Utilizes community services for recruiting volunteers.	1							
2756	232	7	2	3	a	0	Demonstrates the ability to strengthen the program's team.								
2757	232	7	2	3	a	1	Understands that the program's team may include peers, support staff, volunteers, supervisors, coaches, family members, and other professionals.	1							
2758	232	7	2	3	a	2	Recognizes the unique roles and obligations of all team members.	1							
2759	232	7	2	3	a	3	Interacts with each team member in an open, accepting, and cooperative manner regardless of role.	1							
2760	232	7	2	3	a	4	Exchanges observations, information, ideas, and suggestions to benefit functioning of team.	1							
2761	232	7	2	3	a	5	Completes tasks and reports for the program team, as assigned.	1							
2762	232	7	2	3	a	6	Offers constructive criticism for the welfare of the program.	1							
2763	232	7	2	3	a	7	Receives and accepts constructive criticism for the welfare of the program.	1							
2764	232	7	2	3	a	8	Facilitates effective communication among peers, support staff, volunteers, supervisors, and other professionals.	1							
2765	232	7	2	3	a	9	Observes and evaluates information, events, and situations to determine if others in program need to be informed of them.	1							
2766	232	7	2	3	a	10	Identifies appropriate personnel and means for sharing information (e.g., informs assistant/substitute about change in child's schedule).	1							
2767	232	7	2	3	a	11	Requests meetings with others (e.g., staff members, administrators, coach, board members, etc.) to discuss issues and concerns.	1							
2768	232	7	2	3	a	12	Addresses issues and concerns in a solution-oriented manner.	1							
2769	232	7	2	3	a	13	Avoids and discourages gossip, negativism, cliquishness, and harsh or unnecessary criticisms.	1							

Core Competencies with Indicators

2770	232	7	2	3	a	14	Seeks input from peers regarding performance.	1							
2771	233	7	2	3	b	0	Develops personnel policies and procedures that integrate professional standards with laws and regulations.								
2772	233	7	2	3	b	1	Bases job descriptions and personnel policies on licensing, accreditation, and other standards such as the Core Competencies for Early Childhood and Youth Development Professionals.	1					1	1	
2773	233	7	2	3	b	2	Bases additional components of job descriptions on program mission, philosophy, policies, and procedures.	1					1	1	
2774	233	7	2	3	b	3	Bases performance assessment on job description, program philosophy, and organizational structure.	1					1	1	
2775	233	7	2	3	b	4	Designs and utilizes job descriptions, evaluation forms, and personnel policies and procedures.	1					1	1	
2776	233	7	2	3	b	5	Explains the purpose of job descriptions to others (e.g., staff members).	1					1	1	
2777	233	7	2	3	b	6	Ensures that evaluation criteria and job description are directly correlated (e.g., if the job description requires punctuality, the performance evaluation assesses the staff member's punctuality).	1					1	1	
2778	234	7	2	4	a	0	Recruits and manages staff and volunteers.								
2779	234	7	2	4	a	1	Develops a staff recruitment, selection, and retention process.	1							
2780	234	7	2	4	a	2	Collaborates with others (e.g., peers, supervisor/administrator, mentors, and consultants) to design record keeping systems for personnel and staff/volunteer management.	1					1	1	
2781	234	7	2	4	a	3	Recognizes that employees of all levels can play a role in the recruitment, orientation, supervision, and evaluation of staff and volunteers.	1							
2782	234	7	2	4	a	4	Identifies and refers appropriate applicants for employment.	1							
2783	234	7	2	4	a	5	Creates opportunities for family involvement in personnel recruitment and selection practices.	1					1	1	
2784	234	7	2	4	a	6	Participates in the interview process, as appropriate.	1							
2785	234	7	2	4	a	7	Provides information, training, and mentoring to new staff members and volunteers.	1							

Core Competencies with Indicators

2786	234	7	2	4	a	8	Provides objective feedback regarding abilities and challenges of individual staff members and volunteers.	1							
2787	234	7	2	4	a	9	Assists staff members/volunteers in self-evaluation and goal setting for professional growth.	1							
2788	234	7	2	4	a	10	Supports mentoring, formal education, and training of staff members and volunteers (e.g., provides opportunities for staff to observe other employees performing the same role, and access to experts such as therapists and social workers).	1							
2789	234	7	2	4	a	11	Identifies program needs that volunteers could address or fill.	1							
2790	234	7	2	4	a	12	Identifies community agencies that connect early childhood and youth development programs with volunteers.	1							
2791	234	7	2	4	a	13	Recruits volunteers whose skills match program needs.	1							
2792	234	7	2	4	a	14	Provides volunteers with information about the program mission, philosophy, and policies.	1							
2793	234	7	2	4	a	15	Describes limitations on volunteer responsibilities (e.g., whether volunteers are/are not counted in ratios, explains what volunteers are expected to do in the event of an emergency or conflict, etc.).	1							
2794	234	7	2	4	a	16	Encourages volunteer to “sample” opportunities at the program before making a commitment.	1							
2795	234	7	2	4	a	17	Assigns staff member to provide support to volunteers (e.g., answer questions as they arise, provide materials necessary for projects, arrange for lunch and breaks, etc.).	1					1	1	
2796	234	7	2	4	a	18	Assigns staff member to provide supervision to volunteers (e.g., ensure that volunteers follow procedures for reporting to position, remaining in appropriate areas, staying on task, upholding program rules and standards, etc.).	1					1	1	
2797	234	7	2	4	a	19	Assures that the contributions of volunteers are acknowledged (e.g., while still on-site, in writing after completion of project).	1							
2798	234	7	2	4	a	20	Assures that all paperwork related to volunteer service is completed, as appropriate.	1							1
2799	234	7	2	4	a	21	Provides objective feedback to volunteers.	1							

Core Competencies with Indicators

2800	234	7	2	4	a	22	Plans and provides ongoing professional development opportunities for peers, support staff, volunteers, and supervisors as part of the management process.	1							1	
2801	234	7	2	4	a	23	Follows regulations related to staff development, including documenting, maintaining and reviewing training associated with emergency plans and drills.	1								
2802	234	7	2	4	a	24	Develops regulations related to staff development.	1								1
2803	234	7	2	4	a	25	Identifies individual and program needs related to staff development, including matching staff development options to individual needs.	1								
2804	234	7	2	4	a	26	Identifies appropriate providers of staff training and arranges topics, schedule, and compensation for presenter(s).	1								1
2805	234	7	2	4	a	27	Communicates and models expectations to staff about attendance and participation at trainings.	1								
2806	234	7	2	4	a	28	Provides staff with paperwork related to staff development (e.g., sign-in forms, evaluation forms, certificates, college enrollment forms, course fees, etc.).	1								
2807	234	7	2	4	a	29	Supervises student teachers and practicum students, as appropriate.	1								
2808	234	7	2	4	a	30	Participates in initial meeting with student and college instructor to identify goals and guidelines.	1								
2809	234	7	2	4	a	31	Models appropriate interactions with children and youth for staff, students, and volunteers.	1								
2810	234	7	2	4	a	32	Models effective design of daily routine for staff, students, and volunteers.	1								
2811	234	7	2	4	a	33	Models curriculum planning and preparation for staff, students, and volunteers.	1								
2812	234	7	2	4	a	34	Models implementation of developmentally appropriate activities for staff, students, and volunteers.	1								
2813	234	7	2	4	a	35	Models teamwork for staff, students, and volunteers.	1								
2814	234	7	2	4	a	36	Models program environment management for staff, students, and volunteers.	1								

Core Competencies with Indicators

2815	234	7	2	4	a	37	Models effective child guidance strategies for staff, students, and volunteers.	1						
2816	234	7	2	4	a	38	Ensures that student teachers and practicum students have opportunities to meet their educational obligations, such as planning and implementing activities, conducting group times, and observing and assessing children and youth.	1						
2817	234	7	2	4	a	39	Provides constructive feedback to students based on theory and research (e.g., describes what worked/didn't work and why, makes suggestions for refinements/extensions of activities, etc.).	1						
2818	234	7	2	4	a	40	Completes and submits paperwork associated with supervising student teachers and practicum students.	1						
2819	234	7	2	4	a	41	Recognizes the differences in adult learning styles and applies knowledge to personnel practices.	1						
2820	234	7	2	4	a	42	Works with each staff member to create and implement professional development plans based on self-, peer-, and/or supervisor-evaluation.	1						
2821	234	7	2	4	a	43	Provides oversight of other adults' time management by keeping records related to attendance, punctuality, time on task, etc.	1					1	1
2822	234	7	2	4	a	44	Explains grievance procedures for those who disagree with the performance assessments.	1					1	1
2823	234	7	2	4	a	45	Explains the purpose and procedures regarding performance assessments to others (e.g., staff members), including self-evaluation process.	1						
2824	234	7	2	4	a	46	Designs and supervises internships, apprenticeships and practicums to cover all elements of the program.	1						
2825	234	7	2	4	a	47	Recruits candidates through advertisement, websites, job fairs, flyers, and personal recommendations from staff and community members.	1					1	1
2826	235	7	2	4	b	0	Establishes an organizational culture where staff and volunteers feel valued, competent, and safe.							
2827	235	7	2	4	b	1	Provides strong leadership and visionary direction.	1						

Core Competencies with Indicators

2828	235	7	2	4	b	2	Serves as a positive role model for staff, volunteers, families, and community.	1						
2829	235	7	2	4	b	3	Models commitment to the program, mission, children, families, and staff.	1						
2830	235	7	2	4	b	4	Models commitment to life-long learning.	1						
2831	235	7	2	4	b	5	Models reflection and analysis.	1						
2832	235	7	2	4	b	6	Models creativity and flexibility.	1						
2833	235	7	2	4	b	7	Models courtesy and sensitivity.	1						
2834	235	7	2	4	b	8	Utilizes a strength-based perspective when working with staff and volunteers.	1						
2835	235	7	2	4	b	9	Provides ample opportunities for others to display their leadership skills and develop as a professional.	1						
2836	235	7	2	4	b	10	Initiates and mediates group problem solving and conflict resolution processes.	1						1
2837	236	7	2	4	c	0	Adheres to employment laws and regulations.							
2838	236	7	2	4	c	1	Demonstrates strong knowledge base regarding existing laws and regulations.	1						
2839	236	7	2	4	c	2	Demonstrates awareness of potential changes to laws and regulations.	1						
2840	236	7	2	4	c	3	Understands the advocacy process and how laws and regulations are proposed, passed, and enforced.	1						
2841	236	7	2	4	c	4	Follows all laws and regulations related to the operation of the program.	1						
2842	237	7	2	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting personnel management.							
2843	237	7	2	5	a	1	Uses current theory, research, and policy to justify personnel management practices.	1					1	1
2844	237	7	2	5	a	2	Explains current theory, research, and policy related to personnel management.	1						
2845	237	7	2	5	a	3	Participates in and leads professional activities (e.g., writes articles, presents at conferences).	1						
2846	237	7	2	5	a	4	Evaluates and revises personnel management practices in response to emerging research.	1						

Core Competencies with Indicators

2847	237	7	2	5	a	5	Updates policies for staff and volunteer recruitment, selection, retention and staffing.	1							
2848	237	7	2	5	a	6	Reviews and revises job descriptions, evaluation forms, and personnel policies and procedures.	1					1	1	
2849	237	7	2	5	a	7	Develops a recognition and retention program to support staff and volunteers.	1							
2850	237	7	2	5	a	8	Works toward and advocates for credentialed individuals receiving compensation commensurate with their credential.	1							
2851	237	7	2	5	a	9	Works toward finding new methods and funding sources to ensure that staff are able to upgrade their credentials to meet the increased standards of funding and regulatory entities.	1					1	1	
2852	237	7	2	5	a	10	Communicates to parents, board or advisory groups, and others the need to recruit, support, and retain educated personnel in order to sustain and enhance program quality and to meet the expectations of regulatory or funding entities.	1					1	1	
2853	237	7	2	5	a	11	Works with board or advisory groups to address issues related to recruitment, compensation, and retention.	1					1	1	
2854	237	7	2	5	a	12	Works with funding entities, government agencies, and the academic community to address issues related to recruitment, compensation, and retention.	1					1	1	
2855	237	7	2	5	a	13	Evaluates use of resources, services, and technology to facilitate personnel management.	1							
2856	237	7	2	5	a	14	Plans a progressive wage schedule, based on job descriptions and employee performance and evaluation	1					1	1	
2857	237	7	2	5	a	15	Ensures youth involvement in the process of evaluating staff and volunteers.					1			
2858	238	7	3	1	a	0	Follows program financial policies and procedures, including standards and regulations.								
2859	238	7	3	1	a	1	Performs basic math computations and makes basic money transactions.	1							
2860	238	7	3	1	a	2	Follows the program's policies and procedures related to collecting/storing money, according to job description.	1							

Core Competencies with Indicators

2861	238	7	3	1	a	3	Accepts responsibility for making money transactions, if appropriate to position.	1						
2862	238	7	3	1	a	4	Follows procedures for safeguarding money.	1						
2863	238	7	3	1	a	5	Follows procedures for transferring money (e.g., mailing book order; taking money to office, etc.).	1						
2864	238	7	3	1	a	6	Maintains client confidentiality related to money/payments.	1						
2865	238	7	3	1	a	7	Keeps accurate records of monetary transactions, such as collections for book club orders, field trips, materials fees, if applicable to position.	1						
2866	238	7	3	1	a	8	Follows bookkeeping procedures.	1						
2867	238	7	3	1	a	9	Documents transactions appropriately (e.g., writes receipt for cash payment; enters transaction in a receipt book).	1						
2868	238	7	3	1	a	10	Offers receipt to appropriate party.	1						
2869	238	7	3	1	a	11	Follows generally accepted business practices such as how to record financial transactions, locking filing cabinets with confidential information, and submitting documents in a timely manner.	1						
2870	238	7	3	1	a	12	Documents business transactions, such as phone messages and deliveries of materials/equipment.	1						
2871	238	7	3	1	a	13	Maintains records that meet the requirements of funders and board/advisory groups (e.g., food program, subsidies, etc.).	1					1	1
2872	239	7	3	2	a	0	Promotes financial management practices using appropriate services and resources, including technology.							
2873	239	7	3	2	a	1	Uses computer software for financial management of program.	1						
2874	239	7	3	2	a	2	Utilizes professional services for bookkeeping, taxes, etc.	1					1	1
2875	239	7	3	2	a	3	Follows the program's procedures for bookkeeping for both receiving and spending funds, if appropriate to position.	1						
2876	240	7	3	2	b	0	Operates within the budget.							
2877	240	7	3	2	b	1	Follows the program's policies and procedures related to budgeting.	1						
2878	240	7	3	2	b	2	Is familiar with the budget.	1						
2879	240	7	3	2	b	3	Assists in identifying possible funding resources.	1						

Core Competencies with Indicators

2880	240	7	3	2	b	4	Operates within the parameters of the budget (e.g., know how much to spend each week on food, how much is allocated for salaries, etc.).	1						
2881	240	7	3	2	b	5	Utilizes the budget when making spending decisions.	1						
2882	240	7	3	2	b	6	Identifies items needed for program, kitchen, playground, etc.	1						
2883	240	7	3	2	b	7	Conducts and maintains the inventory of supplies, materials, and equipment.	1						
2884	240	7	3	2	b	8	Oversees inventories of supplies, materials, and equipment (e.g., if equipment breaks, remove it).	1						
2885	240	7	3	2	b	9	Maintains and updates inventory records (e.g., uses a log to keep updated counts/descriptions of materials, equipment, and supplies).	1						
2886	240	7	3	2	b	10	Seeks best cost/supplier of item, as appropriate (e.g., compares costs for different brands of tempera paint, and from different educational supplies stores/catalogs).	1						
2887	240	7	3	2	b	11	Requests authorization to purchase supplies, as appropriate.	1						
2888	240	7	3	2	b	12	Submits order forms, receipts, etc., as appropriate.	1						
2889	241	7	3	3	a	0	Develops and adheres to a budget.						1	1
2890	241	7	3	3	a	1	Estimates and proposes budget.	1					1	1
2891	241	7	3	3	a	2	Seeks additional funding resources and partnerships.	1					1	1
2892	241	7	3	3	a	3	Uses knowledge of how current trends affect budget planning to make appropriate recommendations/requests (e.g., high fuel costs may limit field trips due to expense).	1						
2893	241	7	3	3	a	4	Provides input on purchase of consumable items, based on prior or typical usage and anticipated program changes.	1						
2894	241	7	3	3	a	5	Provides input on equipment requirements to satisfy program demands.	1						
2895	241	7	3	3	a	6	Provides input on current and anticipated maintenance requirements.	1						
2896	241	7	3	3	a	7	Provides input on income possibilities such as fundraising opportunities.	1						
2897	241	7	3	3	a	8	Provides input on funding resources, salaries/benefits, fees, etc.	1						

Core Competencies with Indicators

2898	241	7	3	3	a	9	Follows rules and regulations related to supplies, materials, and equipment.	1						
2899	241	7	3	3	a	10	Submits requests for supplies, materials, and equipment to ensure that desirable/required quantities are available.	1						
2900	241	7	3	3	a	11	Develops fee structure.	1					1	1
2901	241	7	3	3	a	12	Analyzes the program's total cost, considering the relationship between tuition and the program's financial stability.	1					1	1
2902	241	7	3	3	a	13	Develops and consistently implements a fair, financially sound fee structure based on the program's cost of care, the ability of target clients to pay for services, and additional sources of revenue available to the program, such as state subsidies, grant funding, endowments, etc.	1					1	1
2903	241	7	3	3	a	14	Seeks approval of the fee structure from funders and board/advisory groups and presents to families when approved.	1					1	1
2904	241	7	3	3	a	15	Consults with funders and board/advisory groups to review/revise fee structure, according to funding guidelines.	1					1	1
2905	242	7	3	3	b	0	Develops a fiscal business plan that reflects the program's mission, philosophy, and financial position.							
2906	242	7	3	3	b	1	Develops the program's fiscal policies and procedures and makes them available to others (e.g., staff, families, board, coach, etc.).	1					1	1
2907	242	7	3	3	b	2	Develops a business plan that reflects the program's mission, philosophy, and financial position.	1					1	1
2908	242	7	3	3	b	3	Involves family input in developing the program's financial priorities.	1					1	1
2909	242	7	3	3	b	4	Implements, reviews, and revises the program business plan on a regular basis.	1					1	1
2910	242	7	3	3	b	5	Reviews budget on an ongoing basis to analyze the impact of differences between projected and actual expenses on current year's financial needs/expectations.	1					1	1
2911	242	7	3	3	b	6	Institutes adequate financial controls to help ensure proper and efficient use of financial resources.	1					1	1

Core Competencies with Indicators

2912	242	7	3	3	b	7	Surveys community needs relative to the program's business plan.	1						1	1
2913	242	7	3	3	b	8	Matches expenditures with program philosophy (e.g., if the philosophy includes serving healthy and organic meals to children and youth then the food costs would be expected to be higher than other program food costs).	1						1	1
2914	242	7	3	3	b	9	Identifies resources, such as facilities, supplies, training, etc., needed to implement the program philosophy.	1							
2915	242	7	3	3	b	10	Analyzes whether current resources are adequate to implement the program philosophy.	1						1	1
2916	242	7	3	3	b	11	Expends funds in categories consistent with program philosophy. (e.g., if the program's goal is to seek accreditation, funds are used to improve materials and equipment or enhance staff education and training).	1						1	1
2917	242	7	3	3	b	12	Involves youth in developing the program's financial strategies and priorities.						1		
2918	242	7	3	3	b	13	Develops a marketing plan as one component of the fiscal business plan.	1						1	1
2919	243	7	3	4	a	0	Analyzes, maintains, and evaluates the budget.								
2920	243	7	3	4	a	1	Follows the budgetary requirements of funding agencies if the program receives outside funds.	1						1	1
2921	243	7	3	4	a	2	Develops a budget that reflects the requirements of funders, licensing, and board/advisory groups.	1						1	1
2922	243	7	3	4	a	3	Develops a balanced budget that sustains the program.	1						1	1
2923	243	7	3	4	a	4	Assures that the budget includes sufficient funding to support necessary staff to meet higher standards.	1						1	1
2924	243	7	3	4	a	5	Obtains required approvals of proposed and modified budgets from funders and board/advisory groups, according to funding guidelines.	1						1	1
2925	243	7	3	4	a	6	Compares/analyzes actual income and expenditures to the approved budget on a regular basis.	1						1	1
2926	243	7	3	4	a	7	Ensures that the budget reflects the program's goals and philosophy.	1						1	1

Core Competencies with Indicators

2927	243	7	3	4	a	8	Identifies resources, such as facilities, supplies, training, etc., needed to implement the program philosophy.	1							1	
2928	243	7	3	4	a	9	Analyzes whether current resources are adequate to implement the program philosophy.	1								1
2929	243	7	3	4	a	10	Expends funds in categories consistent with program philosophy. (e.g., if the program's goal is to seek accreditation, funds are used to improve equipment or materials or enhance staff education and training.)	1								1
2930	243	7	3	4	a	11	Recognizes the importance of supplementing principle sources of funding with additional revenue.	1						1		1
2931	243	7	3	4	a	12	Uses fundraising and grantsmanship to secure funding from various sources.	1								1
2932	243	7	3	4	a	13	Solicits in-kind contributions according to program policies.	1								
2933	243	7	3	4	a	14	Collaborates with other agencies to generate additional funding (e.g., sponsors a special event with one or more programs; submits a joint grant request, etc.).	1						1		1
2934	243	7	3	4	a	15	Appeals to local businesses, business organizations, and community organizations for support.	1						1		1
2935	243	7	3	4	a	16	Develops in-house fundraisers, such as bake sales, car washes, special events, etc., if appropriate.	1								
2936	243	7	3	4	a	17	Engages community members in fund raising activities.	1								
2937	243	7	3	4	a	18	Writes and submits grant proposals.	1								1
2938	243	7	3	4	a	19	Follows the program's policies and procedures for grant writing.	1								
2939	243	7	3	4	a	20	Develops a grant writing plan/schedule to address needs.	1						1		1
2940	243	7	3	4	a	21	Identifies possible funders whose giving histories match the program's needs.	1						1		1
2941	243	7	3	4	a	22	Ensures that program can meet the grant requirements and that the grant is cost effective before applying for funds.	1						1		1
2942	243	7	3	4	a	23	Requests proposal guidelines from funder, gathers data/documentation, prepares, and submits proposal in a professional and timely manner.	1						1		1
2943	244	7	3	4	b	0	Communicates the program's budget and financial status.									

Core Competencies with Indicators

2944	244	7	3	4	b	1	Develops quarterly budgetary reports.	1					1	1
2945	244	7	3	4	b	2	Prepares budgetary updates for boards or advisory groups.	1					1	1
2946	244	7	3	4	b	3	Reviews budget on an ongoing basis to analyze the impact of differences between projected and actual expenses on current year's financial needs/expectations.	1					1	1
2947	244	7	3	4	b	4	Communicates significant differences between projected and actual income and expenditures to funders and board/advisory groups, according to funding guidelines.	1					1	1
2948	245	7	3	4	c	0	Adheres to financial laws and regulations.							
2949	245	7	3	4	c	1	Prepares and submits tax documents.	1					1	1
2950	245	7	3	4	c	2	Solicits the services of an external auditor.	1					1	1
2951	245	7	3	4	c	3	Institutes adequate financial controls to help ensure proper and efficient use of financial resources.	1					1	1
2952	245	7	3	4	c	4	Evaluates resources, services, and technology to facilitate financial management.	1					1	1
2953	246	7	3	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting financial management.							
2954	246	7	3	5	a	1	Communicates current theory, research, and policy on financial management to others, as appropriate.	1						
2955	246	7	3	5	a	2	Uses a variety of resources to seek information on current theory, research, and policy (e.g., reads professional books/journals, attends financial management seminars, uses internet sites).	1						
2956	246	7	3	5	a	3	Communicates the program's financial management policies/procedures to others, such as funders, board/advisory groups, accountants, etc.	1						
2957	246	7	3	5	a	4	Applies the program's financial management policies/procedures deemed appropriate based on review of current theory, research and policies.	1						
2958	246	7	3	5	a	5	Reviews/revises the program's financial management methods to reflect current theory, research, and policy, as appropriate.	1						
2959	247	8	1	1	a	0	Models a positive attitude when working with children and youth.							

Core Competencies with Indicators

2960	247	8	1	1	a	1	Displays a positive attitude, understanding that adults' attitudes and behaviors influence children.	1							
2961	247	8	1	1	a	2	Greets children, family members, and co-workers with warmth.	1							
2962	247	8	1	1	a	3	Displays energy and enthusiasm in work with children, youth, and co-workers.	1							
2963	247	8	1	1	a	4	Displays interest in and genuine concern for children, youth, and co-workers.	1							
2964	247	8	1	1	a	5	Interacts with children and youth throughout the day (e.g., sits on floor with youth, plays with children outdoors, talks with and listens to children and youth, etc.)	1							
2965	247	8	1	1	a	6	Handles problems and disappointments with sensitivity and flexibility.	1							
2966	247	8	1	1	a	7	Provides individualized support and guidance for each child and youth.	1							
2967	247	8	1	1	a	8	Shares responsibilities for all children, youth, and the program, such as observing, planning, documenting, cleaning, etc.	1							
2968	247	8	1	1	a	9	Shares ideas, concerns, recommendations for improvement of program operations.	1							
2969	248	8	1	1	b	0	Acts ethically, maintaining confidentiality and impartiality, based on a professional code of ethics.								
2970	248	8	1	1	b	1	Acts as responsible staff member.	1							
2971	248	8	1	1	b	2	Is aware of professional code of ethics and its main topics.	1							
2972	248	8	1	1	b	3	Reads, understands, and follows a professional code of ethics.	1							
2973	248	8	1	1	b	4	Respects the privacy of others and shares information with others in a confidential manner.	1							
2974	248	8	1	1	b	5	Treats all individuals (children, youth, families, peers, etc.) in a fair and respectful manner, displaying sensitivity and cultural awareness.	1							
2975	248	8	1	1	b	6	Recognizes own strengths and limitations and knows when to seek support.	1							
2976	248	8	1	1	b	7	Models professional appearance in clothing choice and grooming.	1							

Core Competencies with Indicators

2977	248	8	1	1	b	8	Handles problems and disappointments with sensitivity and flexibility.	1						
2978	248	8	1	1	b	9	Shares any concerns about violations of ethical standards with other adults.	1						
2979	248	8	1	1	b	10	Identifies and addresses potentially unethical practices.	1						
2980	249	8	1	1	c	0	Improves teaching and learning through professional work habits.							
2981	249	8	1	1	c	1	Identifies self as a teacher of children or youth.	1						
2982	249	8	1	1	c	2	Values performance improvement.	1						
2983	249	8	1	1	c	3	Prepares planned learning experiences for children and youth in advance.	1						
2984	249	8	1	1	c	4	Arrives to work on time, is prepared for arrival of children and youth, and engages in work promptly.	1						
2985	249	8	1	1	c	5	Conducts personal business on personal time (e.g., avoids personal cell phone calls during work time).	1						
2986	249	8	1	1	c	6	Participates in and completes all duties as assigned.	1						
2987	249	8	1	1	c	7	Maintains cleanliness and order of the learning environment.	1						
2988	249	8	1	1	c	8	Follows appropriate procedures when requesting leave time for personal issues, appointments, and commitments.	1						
2989	249	8	1	1	c	9	Assesses own practice to improve teaching skills within the scope of the program's policies and procedures.	1						
2990	249	8	1	1	c	10	Seeks and accepts feedback, insight, and advice from others (e.g., peers, supervisors/administrators, mentors, coaches, and consultants) regarding teaching strategies.	1						
2991	249	8	1	1	c	11	Seeks training and education opportunities to improve teaching skills.	1						
2992	249	8	1	1	c	12	Reflects on the success of lesson plans and activities, and interpersonal relationships, using a variety of means (e.g., discussions with peers, parents, supervisors, directors, and trainers, reviewing videotapes of planned learning experiences, journaling, etc.).	1						
2993	249	8	1	1	c	13	Seeks opportunities to refine practices by observing others and participating in mentoring situations.	1						

Core Competencies with Indicators

2994	249	8	1	1	c	14	Seeks and accepts constructive feedback regarding teaching strategies.	1						
2995	249	8	1	1	c	15	Uses results of self-reflection and feedback from others to identify appropriate opportunities for additional training and/or education.	1						
2996	250	8	1	1	d	0	Demonstrates the ability to work effectively with others.							
2997	250	8	1	1	d	1	Values the knowledge, skills, and expertise of all team members.	1						
2998	250	8	1	1	d	2	Recognizes the difference between personal and professional relationships, and maintains professionalism at all times.	1						
2999	250	8	1	1	d	3	Maintains confidentiality regarding children, youth, and families while working with others.	1						
3000	250	8	1	1	d	4	Accepts responsibility and actively participates on team.	1						
3001	250	8	1	1	d	5	Listens carefully to ideas of others.	1						
3002	250	8	1	1	d	6	Communicates expectations and needs to co-workers, volunteers, and other professionals.	1						
3003	250	8	1	1	d	7	Explains information in a clear way to co-workers, volunteers, and other professionals.	1						
3004	250	8	1	1	d	8	Includes co-workers, volunteers, and other professionals in daily activities, observation, documentation, and evaluation, as appropriate.	1						
3005	250	8	1	1	d	9	Implements ideas and strategies of team members, including co-workers, volunteers, and other professionals, as appropriate.	1						
3006	250	8	1	1	d	10	Supports other staff members and professionals.	1						
3007	250	8	1	1	d	11	Recognizes that each member of a team has strengths and areas for growth.	1						
3008	250	8	1	1	d	12	Explains own strengths and areas for growth.	1						
3009	250	8	1	1	d	13	Collaborates with team, meeting all relevant obligations (e.g., conducts self in a professional manner, exchanges information, observations, and ideas, completes tasks and reports on schedule).	1						
3010	251	8	1	2	a	0	Balances demands of personal and professional commitments.							

Core Competencies with Indicators

3011	251	8	1	2	a	1	Identifies and uses effective problem-solving and decision-making skills.	1						
3012	251	8	1	2	a	2	Recognizes causes and symptoms of excessive stress and/or low morale and seeks support for self or others.	1						
3013	251	8	1	2	a	3	Plans and prepares learning experiences in advance and arrives fully prepared to lead the day's activities.	1						
3014	251	8	1	2	a	4	Conducts personal business on personal time.	1						
3015	251	8	1	2	a	5	Considers time and effort needed when committing to personal and professional activities in order to fulfill commitments (e.g., avoid over-committing).	1						
3016	251	8	1	2	a	6	Keeps personal and professional commitments once made.	1						
3017	251	8	1	2	a	7	Uses effective time-management strategies.	1						
3018	251	8	1	2	a	8	Effectively delegates responsibilities, when applicable.	1						
3019	251	8	1	2	a	9	Organizes materials and information to permit successful completion of commitments.	1						
3020	251	8	1	2	a	10	Informs and seeks guidance from others (e.g., supervisor, peer, coach) if personal issues or problems are affecting job performance.	1						
3021	251	8	1	2	a	11	Prioritizes activities and duties to permit successful completion of commitments.	1						
3022	251	8	1	2	a	12	Values feedback on performance.	1						
3023	251	8	1	2	a	13	Recognizes causes and symptoms of "burnout," excessive stress, and/or low morale and develops strategies to prevent it.	1						
3024	251	8	1	2	a	14	Provides quality care and education by developing self-care techniques.	1						
3025	251	8	1	2	a	15	Preserves time and energy for interests outside of work.	1						
3026	251	8	1	2	a	16	Recognizes events and situations that produce personal stress.	1						
3027	251	8	1	2	a	17	Identifies personal responses to stress.	1						
3028	251	8	1	2	a	18	Seeks to reduce stress-producing factors and improve the quality of workplace environment.	1						
3029	251	8	1	2	a	19	Confers with others (e.g., supervisor/administrator and/or mentor/coach) when personal stress affects job performance.	1						
3030	251	8	1	2	a	20	Seeks information and strategies about responding to stress.	1						

Core Competencies with Indicators

3031	251	8	1	2	a	21	Develops and follows a plan of action for coping with stress.	1							
3032	252	8	1	2	b	0	Demonstrates commitment to a professional code of ethics and other professional guidelines.								
3033	252	8	1	2	b	1	Models ethical behavior in all aspects of professional practice.	1							
3034	252	8	1	2	b	2	Recognizes and promotes high standards for children, youth, and families.	1							
3035	252	8	1	2	b	3	Understands and respects cultural diversity.	1							
3036	252	8	1	2	b	4	Engages with others in an unbiased, non-judgmental manner.	1							
3037	252	8	1	2	b	5	Accepts responsibility for actions as a team member.	1							
3038	252	8	1	2	b	6	Uses the code of ethics to guide decision-making and daily practice.	1							
3039	252	8	1	2	b	7	Uses the code of ethics to guide policies and procedures.	1							
3040	252	8	1	2	b	8	Strives to improve the quality of the program by meeting and/or exceeding professional guidelines for oneself and the program.	1							
3041	252	8	1	2	b	9	Explains the characteristics of quality programs to peers, families, volunteers, etc. (e.g., child staff ratios, developmentally appropriate practice, etc.).	1							
3042	253	8	1	2	c	0	Promotes professionalism using appropriate skills, services, and resources, including technology.								
3043	253	8	1	2	c	1	Uses problem-solving skills in program (e.g., what is the problem, how serious is it, who is affected, etc.)	1							
3044	253	8	1	2	c	2	Takes an active role in problem solving and works to develop problem solving skills.	1							
3045	253	8	1	2	c	3	Identifies appropriate approach to solving problem (e.g., refers to program policy, solves problem by self, refers problem to supervisor/administrator, or participates in group action to solve problems identified by self or others).	1							
3046	253	8	1	2	c	4	Evaluates the effectiveness of a solution and refines/revises solution.	1							
3047	253	8	1	2	c	5	Promotes quality in programs for children and youth by utilizing relevant community services and resources.	1							

Core Competencies with Indicators

3048	253	8	1	2	c	6	Seeks to provide quality care and education in all interactions with children and youth (e.g., reads the Core Competencies and strives to improve and uses the Core Competencies to self evaluate and set self-improvement goals).	1						
3049	253	8	1	2	c	7	Participates in program and community activities designed to educate the public about quality early childhood education and its relation to school readiness.		1	1	1			1
3050	253	8	1	2	c	8	Participates in activities or projects sponsored by professional associations, and other boards, task forces, or committees.	1						
3051	253	8	1	2	c	9	Reads newsletters, professional publications, and published articles to learn about current trends and research in early childhood education.		1	1	1			1
3052	253	8	1	2	c	10	Reads newsletters, professional publications, and published articles to learn about current trends and research in youth development.					1		
3053	254	8	1	2	d	0	Interacts with others in a professional manner.							
3054	254	8	1	2	d	1	Interacts in a manner reflecting value of self and respect for others.	1						
3055	254	8	1	2	d	2	Identifies own skills, talents, strengths, and areas for growth.	1						
3056	254	8	1	2	d	3	Engages with others in an unbiased, non-judgmental manner.	1						
3057	254	8	1	2	d	4	Explains own ideas, feelings, and opinions, but remains open to new information and/or perspectives.	1						
3058	254	8	1	2	d	5	Listens and responds to others' ideas, feelings, and opinions in a respectful manner.	1						
3059	254	8	1	2	d	6	Welcomes others' feedback and problem-solving strategies.	1						
3060	254	8	1	2	d	7	Remains calm, professional, and respectful in conflicts; withdraws from conflict, as appropriate.	1						
3061	254	8	1	2	d	8	Performs well as team member.	1						
3062	254	8	1	2	d	9	Establishes cooperative relationships with others (e.g., peers, supervisors/administrators, coaches, consultants, and parents).	1						
3063	254	8	1	2	d	10	Accepts responsibility for actions as a team member.	1						
3064	254	8	1	2	d	11	Meets all commitments made to the team and program.	1						
3065	254	8	1	2	d	12	Actively communicates with all team members.	1						

Core Competencies with Indicators

3066	254	8	1	2	d	13	Confers with others (e.g., peers, supervisors, employees) to agree on a fair division of tasks.	1						
3067	254	8	1	2	d	14	Shares responsibilities with other team members.	1						
3068	254	8	1	2	d	15	Gives credit to others when appropriate.	1						
3069	255	8	1	3	a	0	Demonstrates positive relationships and supportive interactions when caring for children and youth.							
3070	255	8	1	3	a	1	Values and models family, community, and cultural diversity in all aspects of the program.	1						
3071	255	8	1	3	a	2	Implements strategies to reduce stress and improve morale.	1						
3072	255	8	1	3	a	3	Routinely engages in reflection of teaching practices and the behavior/outcomes of children and youth.	1						
3073	255	8	1	3	a	4	Discusses the behavior issues of children and youth with others (e.g., peers, supervisors/administrators, mentors, coaches, instructors, and consultants) to evaluate causes and design solutions without breaking confidentiality.	1						
3074	255	8	1	3	a	5	Minimizes challenging behaviors of children and youth by evaluating and revising teaching practices regularly.	1						
3075	255	8	1	3	a	6	Improves quality of care and education by reviewing and revising personal practices.	1						
3076	255	8	1	3	a	7	Provides individualized support and guidance for each child and youth.	1						
3077	255	8	1	3	a	8	Provides responsive caregiving and promotes continuity of care.		1	1	1			
3078	256	8	1	3	b	0	Promotes professionalism and ethical responsibilities by following a professional code of ethics.							
3079	256	8	1	3	b	1	Implements a reflective process for improving teaching practices using professional methods (e.g., journaling, reviewing videotapes of the learning environment, requesting observations and feedback, identifying strengths and weaknesses, etc.).	1						
3080	256	8	1	3	b	2	Analyzes own reflections of professional behavior.	1						

Core Competencies with Indicators

3081	256	8	1	3	b	3	Confers with others (e.g., supervisor/administrator, mentor, coach, consultant, instructor, etc.) to solve problems, request further training, refine practice, etc.	1							
3082	256	8	1	3	b	4	Promotes adherence to the code of ethics when supervising others (e.g., co-workers, volunteers, etc.).	1							
3083	256	8	1	3	b	5	Seeks support to assess own ethical behavior.	1							
3084	256	8	1	3	b	6	Resolves ethical dilemmas by effective problem solving and decision making skills	1							
3085	256	8	1	3	b	7	Is familiar with current trends in early childhood education.		1	1	1				1
3086	256	8	1	3	b	8	Stays informed about current trends in the field of youth development.					1			1
3087	256	8	1	3	b	9	Reads newsletters, professional publications, and published articles to learn about current trends and research in early childhood education and/or youth development.	1							
3088	256	8	1	3	b	10	Discusses current trends and research in early childhood education and youth development with other professionals.	1							
3089	256	8	1	3	b	11	Articulates professional code of ethics.	1							
3090	256	8	1	3	b	12	Identifies ethical issues in daily events and/or practices.	1							
3091	256	8	1	3	b	13	Discusses ethical issues with other professionals.	1							
3092	256	8	1	3	b	14	Explains practices and decisions by referring to the code of ethics.	1							
3093	256	8	1	3	b	15	Refers to appropriate ethical standards when explaining reasons for decisions and actions.	1							
3094	256	8	1	3	b	16	Shares any concerns about violations of ethical standards with others (e.g., peers, supervisors/administrators, coach, etc.).	1							
3095	256	8	1	3	b	17	Proposes improvements in practice to comply with code standards.	1							
3096	256	8	1	3	b	18	Recognizes potentially unethical practices.	1							
3097	256	8	1	3	b	19	Ensures quality care and education is provided by identifying and addressing potentially unethical practices	1							
3098	256	8	1	3	b	20	Observes and analyzes operations to identify unethical practices.	1							

Core Competencies with Indicators

3099	256	8	1	3	b	21	Confers with others (e.g., peers, supervisors/administrators, mentors, coaches, instructors, and consultants) to address unethical practices.	1						
3100	256	8	1	3	b	22	Maintains professionalism when addressing unethical practices.	1						
3101	256	8	1	3	b	23	Participates in program decision-making in an ethical and professional manner.	1						
3102	256	8	1	3	b	24	Recognizes that collaborative decision-making can improve early childhood and youth development programs.	1						
3103	256	8	1	3	b	25	Collaborates with others (e.g., peers, supervisors/administrators, coaches, consultants, coaches, instructors community members, etc.) to make decisions.	1						
3104	256	8	1	3	b	26	Makes program decisions based on professional standards.	1						
3105	256	8	1	3	b	27	Uses professional standards as a guide to making appropriate decisions.	1						
3106	256	8	1	3	b	28	Refers to professional standards when explaining decisions to others.	1						
3107	257	8	1	3	c	0	Describes relationship between theory and practice.							
3108	257	8	1	3	c	1	Explains that theory may influence or change teaching practices.	1						
3109	257	8	1	3	c	2	Compares theory to experiences in own teaching practice.	1						
3110	257	8	1	3	c	3	Reads professional materials, attends educational conferences, and exchanges information with others (e.g., peers, supervisors/administrators, mentors, coaches, instructors, and consultants).	1						
3111	257	8	1	3	c	4	Evaluates ideas objectively to seek a match between theory and educational practice.	1						
3112	258	8	1	3	d	0	Demonstrates oral and written skills appropriate to one's professional role, including using technology.							
3113	258	8	1	3	d	1	Uses technology and media communication tools to achieve learning goals for children and youth.	1						
3114	258	8	1	3	d	2	Has basic knowledge base regarding hardware, software, and networking capabilities provided by the program.	1						

Core Competencies with Indicators

3115	258	8	1	3	d	3	Knows how to communicate technical difficulties and how to request help or assistance with technology.	1							
3116	259	8	1	4	a	0	Responds to challenges as opportunities for professional growth.								
3117	259	8	1	4	a	1	Participates in group problem solving of ethical dilemmas.	1							
3118	259	8	1	4	a	2	Identifies ethical dilemmas.	1							
3119	259	8	1	4	a	3	Listens and respects opinions of others.	1							
3120	259	8	1	4	a	4	Maintains confidentiality.	1							
3121	259	8	1	4	a	5	Contributes ideas and suggestions to address and resolve issues.	1							
3122	259	8	1	4	a	6	Considers multiple perspectives to encourage development of effective solutions.	1							
3123	259	8	1	4	a	7	Identifies a solution or plan of action to resolve ethical issues.	1							
3124	259	8	1	4	a	8	Supports solution or plan of action of the group.	1							
3125	259	8	1	4	a	9	Contributes to a professional work culture that empowers adults to solve problems and resolve conflict.	1							
3126	259	8	1	4	a	10	Initiates and mediates group problem solving of ethical dilemmas.	1							
3127	259	8	1	4	a	11	Recognizes that solutions developed by a group are more readily accepted than those developed by individuals.	1							
3128	259	8	1	4	a	12	Understands that group problem solving offers many opportunities for exchanging perspectives and deepening understanding of individual members.	1							
3129	259	8	1	4	a	13	Assembles an appropriate team to address ethical issues.	1							
3130	259	8	1	4	a	14	Establishes a group process, setting ground rules in order to focus discussions on issues.	1							
3131	259	8	1	4	a	15	Maintains own professionalism throughout the process.	1							
3132	259	8	1	4	a	16	Encourages participants to stay on topic and make decisions.	1							
3133	259	8	1	4	a	17	Supports solution reached by the group.	1							
3134	260	8	1	4	b	0	Articulates personal philosophy of education based on knowledge of child and youth development, best practices, and a professional code of ethics.								

Core Competencies with Indicators

3135	260	8	1	4	b	1	Develops a personal philosophy of education by reflecting on how own teaching practices relate to current trends in education.	1						
3136	260	8	1	4	b	2	Discusses theory and research with others (e.g., peers, supervisors/administrators, mentors, coaches, instructors, and consultants) seeking new perspectives and/or interpretations.	1						
3137	260	8	1	4	b	3	Uses personal philosophy to guide practice.	1						
3138	260	8	1	4	b	4	Seeks employment in a program with a similar philosophy.	1						
3139	260	8	1	4	b	5	Explains how personal philosophy relates to theory and research when speaking to others (e.g., peers, supervisors/administrators, mentors, coaches, consultants, parents, etc.).	1						
3140	260	8	1	4	b	6	Reviews and revises personal philosophy and teaching habits to reflect current research in early childhood development.		1	1	1			1
3141	260	8	1	4	b	7	Reviews and revises personal philosophy and teaching habits to reflect current research in youth development.					1		1
3142	260	8	1	4	b	8	Compares how own teaching practices relate to current trends in early childhood education.		1	1	1			
3143	260	8	1	4	b	9	Compares how own teaching practices relate to current trends in youth development.					1		
3144	260	8	1	4	b	10	Revises own teaching practices to reflect current research in early childhood education, as appropriate.		1	1	1			
3145	260	8	1	4	b	11	Revises own teaching practices to reflect current research in youth development, as appropriate.					1		
3146	260	8	1	4	b	12	Makes decisions and recommendations for program improvement based on current trends and research in early childhood education, as appropriate.		1	1	1			1
3147	260	8	1	4	b	13	Makes decisions and recommendations for program improvement based on current trends and research in youth development, as appropriate.					1		1
3148	260	8	1	4	b	14	Articulates and uses a professional code of ethics for making professional decisions.	1						

Core Competencies with Indicators

3149	260	8	1	4	b	15	Explains how a code of ethics guides objective decision-making.	1							
3150	260	8	1	4	b	16	Follows the program's policies and procedures related to ethical decision-making.	1							
3151	260	8	1	4	b	17	Uses code of ethics to consider and identify solutions to problems.	1							
3152	260	8	1	4	b	18	Consults with others (e.g., peers, supervisors/administrators, mentors, coaches, instructors, and consultants) to discuss possible choices.	1							
3153	260	8	1	4	b	19	Reviews own ethical practices on an ongoing basis, in order to ensure adherence to professional code of ethics.	1							
3154	260	8	1	4	b	20	Evaluates current trends in early childhood education and youth development and revises practice as appropriate.	1							
3155	260	8	1	4	b	21	Analyzes current trends and best practices to identify educational approaches best suited to the program's mission, philosophy, and curriculum.	1							
3156	260	8	1	4	b	22	Bases educational decisions on current trends and best practices.	1							
3157	260	8	1	4	b	23	Explains how current trends and best practices guide the design of the program and activities.	1							
3158	260	8	1	4	b	24	Reviews and revises program and activities regularly to ensure they reflect current trends and best practices.	1							
3159	260	8	1	4	b	25	Keeps up-to-date on research and policy relevant to early childhood and youth development.	1							
3160	260	8	1	4	b	26	Analyzes the relationships between research, policy, and educational practices.	1							
3161	260	8	1	4	b	27	Refers to research and policy to explain decisions in educational practice.	1							
3162	261	8	1	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting professionalism and professional code of ethics.								
3163	261	8	1	5	a	1	Revises practice according to research.	1							

Core Competencies with Indicators

3164	261	8	1	5	a	2	Provides quality programming by basing teaching on research findings.	1							
3165	261	8	1	5	a	3	Knows that responding to research is a characteristic of professionalism.	1							
3166	261	8	1	5	a	4	Displays professionalism by responding to new research.	1							
3167	261	8	1	5	a	5	Compares present practices to those recommended by research.	1							
3168	261	8	1	5	a	6	Asks other professionals clarifying questions about research.	1							
3169	261	8	1	5	a	7	Incorporates new practices based on research findings.	1							
3170	261	8	1	5	a	8	Evaluates the effectiveness of program changes.	1							
3171	261	8	1	5	a	9	Refers to research and policy to explain changes in program practice.	1							
3172	261	8	1	5	a	10	Accepts responsibility to work to improve the lives of children, youth, and families.	1							
3173	261	8	1	5	a	11	Exchanges information about community needs with colleagues and experts.	1							
3174	261	8	1	5	a	12	Seeks opportunities to educate legislators and community groups about the needs of children and families.	1							
3175	261	8	1	5	a	13	Supports initiatives for quality early childhood education and positive youth development.	1							
3176	261	8	1	5	a	14	Makes recommendations to appropriate agencies, organizations, and individuals about responding to the needs of children and families.	1							
3177	261	8	1	5	a	15	Advocates for the implementation of current research and policies relevant to child, adolescent, and family development.	1							
3178	261	8	1	5	a	16	Evaluates ideas objectively to seek a match between theory and educational practice.	1							
3179	262	8	1	5	b	0	Applies oral, written, and technological communication skills to one's specialized professional role.								
3180	262	8	1	5	b	1	Advocates for children, youth, and families using oral, written, and technological skills.	1							
3181	262	8	1	5	b	2	Recognizes the importance of using the most current information and methods in early childhood and youth development.	1							

Core Competencies with Indicators

3182	262	8	1	5	b	3	Remains knowledgeable about research and policy, including books, educational journals, internet sites, professional conferences, etc.	1							
3183	263	8	2	1	a	0	Indicates awareness of professional standards.								
3184	263	8	2	1	a	1	Reviews the Core Competencies and levels of professional progression.	1							
3185	263	8	2	1	a	2	Uses Core Competencies for personal goal-setting.	1							
3186	263	8	2	1	a	3	Is aware of state and national standards for quality programs and professional development.	1							
3187	263	8	2	1	a	4	Dresses as a professional, in accordance with professional standards (e.g., dresses for active play in clothing that permits freedom of movement, wears shoes that permit running and minimizes the risk of falling, avoids clothing that is too tight or revealing, etc.).	1							
3188	263	8	2	1	a	5	Presents self as a professional, in accordance with professional standards (e.g., has good hygiene, bathes and shampoos regularly, follows proper hand-washing procedure, avoids perfumes that may trigger asthma and/or allergic reactions in children, does not wear too much jewelry or jewelry that might scratch children, etc.).	1							
3189	264	8	2	1	b	0	Follows a professional development plan.								
3190	264	8	2	1	b	1	Seeks knowledge to improve practice.	1							
3191	264	8	2	1	b	2	Accepts responsibility for improving professional performance.	1							
3192	264	8	2	1	b	3	Sets goals to improve skills and abilities.	1							
3193	264	8	2	1	b	4	Creates a basic written plan that includes performance goals and strategies to achieve goals in each competency area.	1							
3194	264	8	2	1	b	5	Prioritizes goals and strategies.	1							
3195	264	8	2	1	b	6	Implements plan through changes in daily practice (e.g., sends a small group of children outdoors with co-worker when those children are ready, rather than continuing to make the whole group wait until all children have coats and hats on).	1							

Core Competencies with Indicators

3196	264	8	2	1	b	7	Requests follow-up observation from others (e.g., peers, supervisors/administrators, mentors, coach, instructor, and consultants) to ensure that changes in practice are effective and appropriate.	1								
3197	264	8	2	1	b	8	Reviews and revises professional performance.	1								
3198	264	8	2	1	b	9	Increases knowledge and skills by working towards credentials, certificates, and/or degrees.	1								
3199	264	8	2	1	b	10	Works to improve practice in the content areas.	1								
3200	264	8	2	1	b	11	Improves practice through use of feedback.	1								
3201	264	8	2	1	b	12	Assesses own practice to improve teaching skills.	1								
3202	264	8	2	1	b	13	Sets personal goals to improve skills and abilities.	1								
3203	264	8	2	1	b	14	Requests information about professional development opportunities and resources, such as seminars, in-service trainings, college courses, site visits to other programs, etc. from community agencies.	1								
3204	264	8	2	1	b	15	Participates in professional growth opportunities (e.g., reads recommended books, attends conferences, and enrolls in college courses).	1								
3205	265	8	2	1	c	0	Seeks knowledge through interactions with other professionals.									
3206	265	8	2	1	c	1	Seeks advice and feedback from others to identify areas for professional growth.	1								
3207	265	8	2	1	c	2	Seeks support from others to improve professional skills (e.g., solicits constructive criticism, practical strategies, opportunities to observe other educators, etc.).	1								
3208	265	8	2	1	c	3	Seeks opportunities to refine practices by observing others and participating in mentoring situations.	1								
3209	266	8	2	2	a	0	Builds personal and professional competence by using appropriate skills, services, and resources, including technology.									
3210	266	8	2	2	a	1	Is aware of professional resources located within and outside the program.	1								
3211	266	8	2	2	a	2	Identifies a wide variety of resources that will benefit the program, self, children, youth, and families.	1								

Core Competencies with Indicators

3212	266	8	2	2	a	3	Works with licensing personnel, professional organizations, and technical assistance providers to identify available resources.	1								
3213	266	8	2	2	a	4	Uses resources to acquire information, materials, ideas, support or to access expertise.	1								
3214	266	8	2	2	a	5	Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children, youth, and families.	1								
3215	266	8	2	2	a	6	Identifies, enrolls in, and takes classes, seminars, in-service sessions, etc., in order to address goals for personal and professional growth.	1								
3216	266	8	2	2	a	7	Observes and evaluates the impact of professional development activities in own daily practice (e.g., notes greater personal comfort when conducting group activities).	1								
3217	266	8	2	2	a	8	Exchanges information with others regarding beneficial professional development experiences.	1								
3218	266	8	2	2	a	9	Builds relationships with other professionals in the field.	1								
3219	266	8	2	2	a	10	Seeks feedback on performance.	1								
3220	266	8	2	2	a	11	Actively participates in professional associations, organizations, and support groups.	1								
3221	266	8	2	2	a	12	Recognizes that professional associations can influence local, state, and national policies related to early childhood education and/or youth development.	1								
3222	266	8	2	2	a	13	Recognizes that professional associations can influence public perceptions related to early childhood education and/or youth development.	1								
3223	266	8	2	2	a	14	Seeks resources offered by professional associations.	1								
3224	266	8	2	2	a	15	Identifies differences in purposes and goals of various professional organizations.	1								
3225	266	8	2	2	a	16	Identifies professional associations that support own professional goals/needs.	1								
3226	266	8	2	2	a	17	Attends meetings, participating in activities and supporting organizational initiatives.	1								

Core Competencies with Indicators

3227	266	8	2	2	a	18	Accepts committee/task force assignments from professional organizations.	1						
3228	266	8	2	2	a	19	Reads and follows accreditation standards.	1						
3229	266	8	2	2	a	20	Accesses accreditation standards from others (e.g., peers, supervisors/administrators, mentors, coaches, instructors, consultants) or accrediting body.	1						
3230	266	8	2	2	a	21	Reviews the program's accreditation self-study, if available.	1						
3231	266	8	2	2	a	22	Asks clarifying questions about accreditation standards, as necessary.	1						
3232	266	8	2	2	a	23	Uses accreditation standards to guide and improve lesson planning, classroom management, organization of the environment, and professional development goals, etc.	1						
3233	267	8	2	2	b	0	Develops and implements a professional development plan.							
3234	267	8	2	2	b	1	Follows the program's policies and procedures related to professional development.	1						
3235	267	8	2	2	b	2	Evaluates own performance and sets goals to increase skills and abilities.	1						
3236	267	8	2	2	b	3	Confers with others to develop a written plan.	1						
3237	267	8	2	2	b	4	Implements plan in daily practice.	1						
3238	267	8	2	2	b	5	Completes any paperwork associated with professional development plans (e.g., submits copy of plan to supervisor, completes periodic progress reports, etc.).	1						
3239	267	8	2	2	b	6	Requests review by appropriate parties (e.g., peers, supervisors/administrators, mentors, coach, instructors, and consultants) to ensure that progress is made towards achievement of goals.	1						
3240	267	8	2	2	b	7	Works toward credentials, degrees, and/or program accreditation.	1						
3241	267	8	2	2	b	8	Is aware of movement in field towards higher levels of education and credentials.	1						
3242	267	8	2	2	b	9	Recognizes personal/professional growth results from higher levels of education.	1						

Core Competencies with Indicators

3243	267	8	2	2	b	10	Identifies education and credentialing programs that meet professional goals.	1							
3244	267	8	2	2	b	11	Explores funding options for further education, such as scholarships, grants, loans, tuition reimbursement, etc.	1							
3245	267	8	2	2	b	12	Verifies accreditation status of higher education institution or credentialing program prior to enrolling (e.g., checks to see if online college is accredited by a regional accrediting body).	1							
3246	267	8	2	2	b	13	Submits all necessary paperwork to document credentialing or attainment of degree, when earned.	1							
3247	267	8	2	2	b	14	Participates in accreditation processes as appropriate (e.g., submits current documentation of own educational attainment, completes classroom self-study, conducts “mock accreditation” in a colleague’s room, etc.).	1							
3248	267	8	2	2	b	15	Uses professional resources to improve practice.	1							
3249	267	8	2	2	b	16	Analyzes and evaluates a variety of professional resources appropriate to need of self, children, youth, and program practice.	1							
3250	267	8	2	2	b	17	Implements skills and knowledge learned from professional resources.	1							
3251	267	8	2	2	b	18	Exchanges ideas and information from professional resources with others (e.g., peers, supervisors/administrators, mentors, consultants, family members, etc.).	1							
3252	267	8	2	2	b	19	Seeks out professional relationships to enhance professional growth (e.g., securing a mentor).	1							
3253	267	8	2	2	b	20	Seeks professional relationships with those who have different styles and philosophies along with those who have complementary styles and philosophies.	1							
3254	267	8	2	2	b	21	Confers with others (e.g., peers, supervisors/administrators, mentors, coach, instructors, and consultants) to identify beneficial professional relationships.	1							
3255	267	8	2	2	b	22	Exchanges information with other professionals to expand strategies and knowledge.	1							

Core Competencies with Indicators

3256	267	8	2	2	b	23	Implements and modifies professional practices based on feedback, suggestions, etc.	1						
3257	267	8	2	2	b	24	Requests follow-up observations from other professionals to discuss and verify improvements in professional practice.	1						
3258	267	8	2	2	b	25	Accepts advice and constructive criticism to improve practice.	1						
3259	267	8	2	2	b	26	Recognizes that all educators can benefit from hearing others' perspectives.	1						
3260	267	8	2	2	b	27	Keeps an open mind to feedback and information from others (e.g., peers, supervisors/administrators, mentors, coach, instructors, and consultants).	1						
3261	267	8	2	2	b	28	Confers with peers, supervisors/administrators, mentors, and consultants to address concerns.	1						
3262	267	8	2	2	b	29	Uses feedback or advice to improve daily practice.	1						
3263	267	8	2	2	b	30	Requests follow-up observations from others to ensure that progress is made in achieving goals.	1						
3264	267	8	2	2	b	31	Demonstrates increased skills and abilities based on self-evaluation and feedback, by goal setting.	1						
3265	267	8	2	2	b	32	Assesses own practice to improve professional skills.	1						
3266	267	8	2	2	b	33	Applies knowledge and skills of best practices.	1						
3267	267	8	2	2	b	34	Confers with others to solve problems, request further training, refine practice, etc.	1						
3268	268	8	2	2	c	0	Participates in activities, projects, and events within the field.							
3269	268	8	2	2	c	1	Is familiar with local activities, projects, and events available in the community.	1						
3270	268	8	2	2	c	2	Is familiar with activities, projects, and events that are available state-wide.	1						
3271	268	8	2	2	c	3	Volunteers with and provides service to the activities, projects, and events that are being held.	1						
3272	268	8	2	2	c	4	Invites others to attend sponsored events.	1						
3273	268	8	2	2	c	5	Participates in state, local organizations, and program career development initiatives (e.g., professional associations).	1						
3274	269	8	2	3	a	0	Develops a personal philosophy of education.							
3275	269	8	2	3	a	1	Actively participates in career development.	1						

Core Competencies with Indicators

3276	269	8	2	3	a	2	Recognizes that children, youth, and the program benefit when educators continue growing professionally.	1						
3277	269	8	2	3	a	3	Assesses, identifies, and works toward career goals.	1						
3278	269	8	2	3	a	4	Updates professional development plan to incorporate career development goals.	1						
3279	269	8	2	3	a	5	Identifies relevant methods and means to further own career development.	1						
3280	269	8	2	3	a	6	Pursues career development opportunities.	1						
3281	269	8	2	3	a	7	Seeks assistance from others to support career advancement.	1						
3282	269	8	2	3	a	8	Reflects on the success of career development activities, revising strategies as appropriate.	1						
3283	269	8	2	3	a	9	stays informed about current trends and uses professional resources to improve practice.	1						
3284	270	8	2	3	b	0	Practices ongoing self-reflection, self-assessment, and problem-solving strategies to promote professional growth.							
3285	270	8	2	3	b	1	Articulates a professional value system and implements ongoing professional self-reflection.	1						
3286	270	8	2	3	b	2	Engages in self-reflection to identify professional values.	1						
3287	270	8	2	3	b	3	Seeks employment in a program where own value system matches the philosophy of the program.	1						
3288	270	8	2	3	b	4	Bases teaching practices on professional values.	1						
3289	270	8	2	3	b	5	Reviews professional values regularly to assess their impact on children, youth, peers, families, and learning environment.	1						
3290	270	8	2	3	b	6	Modifies professional values in response to code of ethics, knowledge of emerging research and policy, etc.	1						
3291	270	8	2	3	b	7	Engages in ongoing self-reflection.	1						
3292	270	8	2	3	b	8	Identifies and works toward long-term goals.	1						
3293	270	8	2	3	b	9	Uses a range of strategies in decision-making process, such as brainstorming, visualizing, prioritizing, analyzing.	1						
3294	270	8	2	3	b	10	Develops personal practices to support ongoing professional growth and development.	1						
3295	270	8	2	3	b	11	Uses reflective practices to modify future teaching and differentiate curricula for each child/youth.	1						

Core Competencies with Indicators

3296	271	8	2	3	c	0	Engages in continuous, collaborative professional development for the benefit of self and others.								
3297	271	8	2	3	c	1	Integrates knowledge of historical, philosophical, psychological, and social foundations of education into planning and decision-making.	1							
3298	271	8	2	3	c	2	Applies knowledge from diverse fields, as appropriate, when making decisions about environments, lessons, activities, policies, procedures, etc.	1							
3299	271	8	2	3	c	3	Explains planning and decision making related to environments, lessons, activities, policies, procedures, etc., by citing the diverse influences on education.	1							
3300	272	8	2	4	a	0	Creates professional development opportunities for others.								
3301	272	8	2	4	a	1	Serves as a mentor.	1							
3302	272	8	2	4	a	2	Identifies own skills as an adult educator.	1							
3303	272	8	2	4	a	3	Identifies own skills as a mentor or coach.	1							
3304	272	8	2	4	a	4	Shares information, skills, and strategies with others, supporting professional growth of others.	1							
3305	272	8	2	4	a	5	Models appropriate practices, strategies, and professional behavior for others.	1							
3306	272	8	2	4	a	6	Responds to the challenges of peers as opportunities for professional growth.	1							
3307	272	8	2	4	a	7	Explores models of professional development and evaluates/assesses opportunities to promote others' professional growth.	1							
3308	272	8	2	4	a	8	Identifies current trends, research, theories, and practices in areas related to professional development models.	1							
3309	272	8	2	4	a	9	Identifies specific opportunities appropriate to the professional growth of individual educators.	1							
3310	272	8	2	4	a	10	Designs professional development opportunities with/for colleagues.	1							
3311	272	8	2	4	a	11	Evaluates common strengths and challenges of those who work with children and youth.	1							

Core Competencies with Indicators

3312	272	8	2	4	a	12	Formulates professional development goals related to selected topic.	1							
3313	272	8	2	4	a	13	Identifies and contacts outside expert, as appropriate.	1							
3314	272	8	2	4	a	14	Ensures that plan for professional development opportunity includes information/activities that reflect current trends, research, theories, and practices.	1							
3315	272	8	2	4	a	15	Prepares, submits, and disseminates any paperwork related to professional development opportunity (e.g., sign-in sheets, certificates, stipend for presenter, etc.).	1							
3316	272	8	2	4	a	16	Disseminates knowledge and professional expertise in a variety of venues.	1							
3317	272	8	2	4	a	17	Collaborates with training and education partners to identify potential training topics (e.g., reviewing training calendars, etc.).	1							
3318	272	8	2	4	a	18	Identifies opportunities for sharing information (e.g., researching conference schedules, locations, etc.).	1							
3319	272	8	2	4	a	19	Writes and submits proposal for presentation, as appropriate.	1							
3320	272	8	2	4	a	20	Shares professional expertise through seminars, in-service trainings, conferences, college courses, parent meetings, articles, etc.	1							
3321	272	8	2	4	a	21	Prepares presentation, gathers and organizes materials, and requests audio-visual equipment, if necessary.	1							
3322	272	8	2	4	a	22	Refines presentation for future events based on feedback from participants.	1							
3323	272	8	2	4	a	23	Identifies change process and develops practices to support professional growth.	1							
3324	272	8	2	4	a	24	Recognizes that there are predictable developmental stages that govern the professional growth of educators.	1							
3325	272	8	2	4	a	25	Recognizes that each stage of development may require specific or unique practices to promote professional growth.	1							
3326	272	8	2	4	a	26	Identifies and anticipates next stage of growth for self and peers as a professional in the field.	1							

Core Competencies with Indicators

3327	272	8	2	4	a	27	Uses and shares a variety of means to acquire/update information from researchers and leaders in the field (e.g., reads books, reviews videos, attends conferences, classes, formal coursework, etc.).	1						
3328	272	8	2	4	a	28	Confers with others to develop goals and objectives to guide their professional growth at each stage of development.	1						
3329	272	8	2	4	a	29	Monitors and evaluates professional growth process of others to ensure implementation and achievement of goals and objectives.	1						
3330	272	8	2	4	a	30	Identifies a broad range of teaching strategies appropriate to working with adults.	1						
3331	272	8	2	4	a	31	Develops and implements a variety of styles, techniques, and strategies appropriate to the professional developmental level of the group.	1						
3332	272	8	2	4	a	32	Observes various professional developmental stages to analyze response to teaching styles, techniques, and strategies.	1						
3333	272	8	2	4	a	33	Modifies teaching approach based on results of analysis.	1						
3334	273	8	2	4	b	0	Evaluates and selects resources for ongoing professional development.							
3335	273	8	2	4	b	1	Identifies diverse agencies and professional associations that offer and fund professional development opportunities.	1						
3336	273	8	2	4	b	2	Uses and shares a variety of means to acquire/update information from researchers and leaders in the field (e.g., reads books, reviews videos, attends conferences, classes, formal coursework, etc.).	1						
3337	273	8	2	4	b	3	Recognizes the differences in adult, child, and youth learning styles and applies knowledge to practice.	1						
3338	274	8	2	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting ongoing professional growth.							
3339	274	8	2	5	a	1	Uses knowledge to shape practices and policies to positively influence the profession.	1						
3340	274	8	2	5	a	2	Promotes others' professional growth through evaluation and assessment.	1						

Core Competencies with Indicators

3341	274	8	2	5	a	3	Updates goals and objectives and identifies methods to guide own professional growth at each stage of development.	1							
3342	275	8	3	1	a	0	Responds to the individual needs of children, youth, and families.								
3343	275	8	3	1	a	1	Provides individualized support and guidance for each child and youth.	1							
3344	275	8	3	1	a	2	Provides responsive caregiving for infants and toddlers.		1	1					
3345	275	8	3	1	a	3	Practices primary caregiving.		1	1	1				
3346	275	8	3	1	a	4	Gets to know each child/youth and his or her family.	1							
3347	276	8	3	1	b	0	Identifies characteristics of leadership.								
3348	276	8	3	1	b	1	Identifies own characteristics of leadership at work and in personal life (e.g., at church, social groups, hobbies, etc.).	1							
3349	276	8	3	1	b	2	Remains calm, professional, and respectful in conflicts; withdraws from conflict, as appropriate.	1							
3350	276	8	3	1	b	3	Listens and respects the opinions of others.	1							
3351	276	8	3	1	b	4	Supports decision of the group.	1							
3352	276	8	3	1	b	5	Recognizes professional behavior in others.	1							
3353	276	8	3	1	b	6	Follows the program's policies and procedures.	1							
3354	276	8	3	1	b	7	Upholds ethical standards.	1							
3355	276	8	3	1	b	8	Meets professional expectations, such as arriving on time, speaking courteously, sharing responsibility for the work load, maintaining confidentiality, etc.	1							
3356	277	8	3	1	c	0	Recognizes the need to be a voice for children, youth, and families.								
3357	277	8	3	1	c	1	Identifies as an advocate for children, youth, and families.	1							
3358	277	8	3	1	c	2	Demonstrates support for high quality care and education.	1							
3359	277	8	3	1	c	3	Recognizes professional behavior.	1							
3360	277	8	3	1	c	4	Identifies the characteristics of professional behavior (e.g., maintaining confidentiality, demonstrating good work habits, upholding ethical standards, and remaining impartial).	1							
3361	277	8	3	1	c	5	Identifies and observes specific individuals who exhibit these characteristics to gain further understanding of professional obligations and behavior.	1							
3362	277	8	3	1	c	6	Uses observations of professionals to guide own behavior.	1							

Core Competencies with Indicators

3363	277	8	3	1	c	7	Requests support and feedback from others (e.g., peers, supervisors/administrators, mentors, coaches, instructors, and consultants) in order to improve own standards and practice.	1							
3364	278	8	3	2	a	0	Displays leadership traits and identifies strategies for advocacy.								
3365	278	8	3	2	a	1	Recognizes that government policies impact children, youth, and families.	1							
3366	278	8	3	2	a	2	Contributes ideas, opinions, and suggestions to group discussions.	1							
3367	278	8	3	2	a	3	Participates in activities or projects sponsored by professional associations and other boards, task forces, or committees.	1							
3368	278	8	3	2	a	4	Understands the importance of providing youth with leadership opportunities.					1			
3369	279	8	3	2	b	0	Promotes leadership and advocacy using appropriate skills, services, and resources, including technology.								
3370	279	8	3	2	b	1	Demonstrates support for early childhood and youth development fields by joining community groups, attending events, etc.	1							
3371	279	8	3	2	b	2	Demonstrates support for licensed care.	1							
3372	279	8	3	2	b	3	Recognizes the benefits of licensed programs and the importance of upholding licensing standards.	1							
3373	279	8	3	2	b	4	Follows licensing standards and regulations.	1							
3374	279	8	3	2	b	5	Identifies licensing violations, corrects and/or reports to appropriate persons (e.g., reports or corrects when classroom is out of ratio.)	1							
3375	279	8	3	2	b	6	Explains licensing rules/rationales to peers, families, volunteers, etc. in a positive manner.	1							
3376	279	8	3	2	b	7	Cooperates with licensing personnel during visits, relicensing procedures, investigations, etc.	1							
3377	279	8	3	2	b	8	Models professional behavior.	1							
3378	279	8	3	2	b	9	Follows the program's policies and procedures.	1							
3379	279	8	3	2	b	10	Upholds ethical standards.	1							

Core Competencies with Indicators

3380	279	8	3	2	b	11	Meets professional expectations, such as arriving on time, speaking courteously, sharing responsibility for the work load, maintaining confidentiality, etc.	1							
3381	280	8	3	3	a	0	Participates in leadership and advocacy opportunities within the profession.								
3382	280	8	3	3	a	1	Participates in the revision of regulations and standards to promote the workforce and high-quality programming and services.	1							
3383	280	8	3	3	a	2	Identifies community needs that affect children, youth, and families.	1							
3384	280	8	3	3	a	3	Identifies the government agencies, programs, and policies that impact children, youth, families, and the profession.	1							
3385	280	8	3	3	a	4	Actively participates in professional associations and other boards, task forces, or committees.	1							
3386	280	8	3	3	a	5	Improves quality of care and education by reviewing and revising practices.	1							
3387	280	8	3	3	a	6	Participates in and/or guides brainstorming to identify and evaluate potential solutions.	1							
3388	280	8	3	3	a	7	Participates in selection of solutions that best matches the philosophy and policies of the program.	1							
3389	280	8	3	3	a	8	Implements change plan.	1							
3390	280	8	3	3	a	9	Assesses outcome of plan to determine whether further action is needed.	1							1
3391	280	8	3	3	a	10	Exhibits knowledge of advocacy issues.	1							
3392	280	8	3	3	a	11	Recognizes the importance of adults advocating for children, youth, and their families.	1							
3393	280	8	3	3	a	12	Uses parent and/or community meetings, health fairs, newsletter articles, etc., to discuss issues that affect the well-being of children and youth.	1							
3394	280	8	3	3	a	13	Communicates concerns and issues related to early childhood education and youth development through letters to legislators, articles, parent meetings, community meetings, participation in advocacy days, etc.	1							

Core Competencies with Indicators

3395	280	8	3	3	a	14	Understands positions on children/youth issues as related to current trends, theory, research, and policy, etc.	1							
3396	281	8	3	3	b	0	Encourages and empowers others to engage in advocacy and leadership.								
3397	281	8	3	3	b	1	Identifies community needs that affect children, youth, and families.	1							1
3398	281	8	3	3	b	2	Educates self on the needs of children, youth, and families in the community using a variety of resources such as newspaper, media, parent and/or community surveys, etc.	1							
3399	281	8	3	3	b	3	Networks with peers, supervisors/administrators, mentors, consultants, experts, community leaders, families, etc., to identify community needs and potential solutions to problems affecting children, youth, and families in the community (e.g., recognizes the dangers of lead in environment, notes the lack of accessible playgrounds for children with disabilities, and observes a shortage of pediatricians in community, etc.)	1							1
3400	281	8	3	3	b	4	Recommends identified solutions to administrators/representatives of relevant community organizations, business groups, etc.	1							1
3401	281	8	3	3	b	5	Supports youth in leadership roles.						1		
3402	281	8	3	3	b	6	Initiates meetings with peers, supervisors/administrators, mentors, consultants, experts, community leaders, families, etc. to take action on community needs.	1							1
3403	282	8	3	4	a	0	Serves in leadership roles within the profession.								
3404	282	8	3	4	a	1	Analyzes own reflections of professional behavior.	1							
3405	282	8	3	4	a	2	Uses professional standards as a guide to making appropriate decisions.	1							
3406	282	8	3	4	a	3	Holds a leadership position in professional association boards and/or other boards, task forces, or committees and upholds all obligations of office.	1							
3407	282	8	3	4	a	4	Reviews and revises decisions as appropriate.	1							
3408	282	8	3	4	a	5	Identifies own leadership skills and abilities.	1							

Core Competencies with Indicators

3409	282	8	3	4	a	6	Accepts responsibility for playing a leadership role in professional associations.	1						
3410	282	8	3	4	a	7	Identifies local professional associations with missions and goals that reflect own beliefs.	1						
3411	282	8	3	4	a	8	Observes and identifies leadership needs of organization.	1						
3412	282	8	3	4	a	9	Serves as a spokesperson to the community and the media on early childhood and youth development issues.	1						
3413	282	8	3	4	a	10	Identifies potential partners in community organizations and media outlets in the community, such as newspapers, magazines, radio, TV, civic groups, faith based organizations, etc.	1						
3414	282	8	3	4	a	11	Initiates contact with community organizations and media to offer services as a spokesperson.	1						
3415	282	8	3	4	a	12	Accepts invitations from community organizations and media, in order to communicate the needs of children/youth, convey concerns related to early childhood/youth development, and promote effective programs/initiatives.	1						
3416	282	8	3	4	a	13	Provides a work culture that fosters adult initiative to solve problems and resolve conflict.	1						1
3417	282	8	3	4	a	14	Confers with other adults about methods to create a more supportive environment.	1						1
3418	282	8	3	4	a	15	Instructs other adults on conflict resolution, problem-solving, etc.	1						1
3419	282	8	3	4	a	16	Supports other adults to identify/communicate problems.	1						1
3420	282	8	3	4	a	17	Supports other adults to experiment with various solutions, evaluating the effectiveness of each.	1						1
3421	282	8	3	4	a	18	Supports other adults to identify additional strategies/steps that may be necessary to solve problem or conflict.	1						1
3422	282	8	3	4	a	19	Confers with other adults to evaluate the effectiveness of the problem-solving process.	1						1
3423	282	8	3	4	a	20	Serves on professional boards and committees.	1						
3424	282	8	3	4	a	21	Accepts responsibility for service to the profession.	1						

Core Competencies with Indicators

3425	282	8	3	4	a	22	Joins boards and committees that reflect and promote own professional values and goals.	1							
3426	282	8	3	4	a	23	Promotes values and goals of those boards and committees.	1							
3427	282	8	3	4	a	24	Participates in and promotes activities of the boards and committees.	1							
3428	282	8	3	4	a	25	Fulfills all duties associated with membership or appointment (e.g., advocate for positions, promote values and goals of board and committees, etc.)	1							
3429	282	8	3	4	a	26	Initiates problem solving and conflict resolution for program and staff.	1							
3430	282	8	3	4	a	27	Follows program policy and procedures relating to conflict resolution.	1							
3431	282	8	3	4	a	28	Assists in identifying and/or articulating a specific problem or conflict.	1							
3432	283	8	3	4	b	0	Advocates for best practices in child and youth development.								
3433	283	8	3	4	b	1	Justifies best practice to families, administrators, and colleagues.	1							
3434	283	8	3	4	b	2	Identifies theory and research that mirror philosophy, policies, and procedures of program.	1							
3435	283	8	3	4	b	3	Explains how and why specific practices are implemented in daily operations.	1							
3436	283	8	3	4	b	4	Explains to peers, supervisors/administrators, mentors, consultants, and families how theory and research guide daily practice.	1							
3437	283	8	3	4	b	5	Uses a variety of strategies with families to communicate the link between theory and daily practice, including parent meetings, formal conferences, informal discussions, daily interactions, displays, and newsletters.	1							
3438	283	8	3	4	b	6	Describes the legislative process, including legal and advocacy issues, that impact children, youth, and their families and communicates this information to others.	1							
3439	283	8	3	4	b	7	Recognizes that there are legal limitations on the advocacy activities of educators and programs.	1							

Core Competencies with Indicators

3440	283	8	3	4	b	8	Shares information about how the legislative process works with others.	1						
3441	283	8	3	4	b	9	Researches impact of previous and proposed legislation on children's education and welfare.	1						
3442	283	8	3	4	b	10	Contacts appropriate people about concerns, such as discrepancies between the natural rights of children and existing and pending legislative decisions.	1						
3443	283	8	3	4	b	11	Builds relationships with legislators to serve as an information source for legislative issues related to children and to voice concerns.	1						
3444	283	8	3	4	b	12	Accesses and analyses information on the potential impact of pending legislation on children and families.	1						
3445	283	8	3	4	b	13	Informs families about legislation that will affect children.	1						
3446	283	8	3	4	b	14	Uses and encourages families to use a variety of methods to advocate for children/youth, including letters, email, phone calls, personal visits, and testimony before the legislature.	1						
3447	283	8	3	4	b	15	Describes the legislative process and how government policies affect early childhood and youth development initiatives.	1						
3448	283	8	3	4	b	16	Advocates for accessible, affordable, safe, and high quality programs and services for children, youth, and families.	1						
3449	283	8	3	4	b	17	Observes and analyzes operations to identify unethical practices.	1						
3450	283	8	3	4	b	18	Collaborates with peers, supervisors/administrators, mentors, consultants, community members, etc., to make decisions.	1						
3451	283	8	3	4	b	19	Creates opportunities for youth to serve in leadership roles.					1		1
3452	283	8	3	4	b	20	Develops and carries out advocacy plan.	1						
3453	283	8	3	4	b	21	Accepts the responsibility for advocating for children and for early childhood education programs.	1						
3454	283	8	3	4	b	22	Identifies and prioritizes key talking points or issues to address and the needs of children/youth and the education community.	1						
3455	283	8	3	4	b	23	Identifies key talking points or issues to address.	1						
3456	283	8	3	4	b	24	Identifies potential supporters in the community.	1						

Core Competencies with Indicators

3457	283	8	3	4	b	25	Collaborates with colleagues and professional organizations that share concerns.	1						
3458	283	8	3	4	b	26	Identifies and attends meetings and events that encourage advocacy activities.	1						
3459	283	8	3	4	b	27	Speaks out in support of initiatives/practices that benefit children/youth and the education community.	1						
3460	283	8	3	4	b	28	Reviews and revises plan based on outcomes of advocacy activities.	1						
3461	283	8	3	4	b	29	Advocates for youth-adult partnerships.					1		1
3462	284	8	3	4	c	0	Advocates for programs and policies that impact the overall quality of services for children, youth, and families.							
3463	284	8	3	4	c	1	Explains how government policies affect child, family, and youth development.	1						
3464	284	8	3	4	c	2	Accepts responsibility for educating others about the impact of government policies on children, youth, families, communities, the program's daily operations and on the future of early childhood and youth development programs.	1						
3465	284	8	3	4	c	3	stays abreast of pending legislation that affects funding, regulation, and policies of early childhood and youth programs.	1						
3466	284	8	3	4	c	4	Communicates the impact of past and pending legislation related to early childhood and youth programs through a variety of means, including conference presentations, parent and/or community meetings, letters, email, phone calls, personal visits to legislators, testimony before the legislature.	1						
3467	284	8	3	4	c	5	Explains how the program's policies and/or procedures relate to legislative policies (e.g., explains that many early education programs are legally required to be licensed and/or inspected by the state).	1						
3468	284	8	3	4	c	6	Promotes nutrition and preventing childhood obesity.	1						
3469	284	8	3	4	c	7	Prevents and reports child abuse and neglect.	1						
3470	284	8	3	4	c	8	Participates in program and community activities designed to educate the public about quality early childhood education and its relation to school readiness.		1	1	1			1

Core Competencies with Indicators

3471	284	8	3	4	c	9	Proposes improvements in practice to comply with code standards.	1						
3472	284	8	3	4	c	10	Advocates for accessible, affordable, safe, and high quality programs and services for children, youth, and families.	1						
3473	285	8	3	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting leadership and advocacy.							
3474	285	8	3	5	a	1	Uses knowledge to shape practices and policies to positively influence the profession.	1						
3475	285	8	3	5	a	2	Discusses current trends and research in early childhood and youth development with other professionals.	1						
3476	286	8	3	5	b	0	Creates opportunities for others to serve in leadership and advocacy roles.							
3477	286	8	3	5	b	1	Mentors others to advocate for children and youth.	1						
3478	286	8	3	5	b	2	Trains others regarding the legislative process and how a bill becomes a law.	1						
3479	286	8	3	5	b	3	Educates others regarding new or proposed regulations and how they can get involved in the process.	1						
3480	286	8	3	5	b	4	Promotes and implements youth leadership opportunities to supports youth development and program development.					1		1
3481	287	8	4	1	a	0	Develops awareness of own cultural beliefs and practices.							
3482	287	8	4	1	a	1	Recognizes and supports diversity.	1						
3483	287	8	4	1	a	2	Understands that everyone has beliefs based on their own culture and upbringing.	1						
3484	287	8	4	1	a	3	Provides opportunities to explore one's own beliefs, practices, biases, and traditions.	1						
3485	287	8	4	1	a	4	Takes time to reflect on ones' own beliefs, practices, biases, and traditions.	1						
3486	287	8	4	1	a	5	Recognizes own personal biases.	1						
3487	287	8	4	1	a	6	Understands and respects cultural diversity.	1						
3488	287	8	4	1	a	7	Engages with others in an unbiased, non-judgmental manner.	1						
3489	287	8	4	1	a	8	Values and reflects family, community, and cultural diversity in all aspects of the program.	1						
3490	287	8	4	1	a	9	Accepts differences in children, youth, and families.	1						

Core Competencies with Indicators

3491	287	8	4	1	a	10	Treats all individuals in a fair and respectful manner, displaying sensitivity and cultural awareness.	1						
3492	288	8	4	1	b	0	Seeks new knowledge regarding diversity in cultural beliefs and practices.							
3493	288	8	4	1	b	1	Learns about the cultures of the children, youth, and their families in the program.	1						
3494	288	8	4	1	b	2	Learns common words and phrases in other languages.	1						
3495	288	8	4	1	b	3	Selects books, materials, etc. that represent cultural diversity.	1						
3496	288	8	4	1	b	4	Provides written documents and information in more than one language.	1						
3497	288	8	4	1	b	5	Provides books, photographs, music, toys, clothing, games, that reflect the community and families' cultures.	1						
3498	288	8	4	1	b	6	Reads stories, sings songs, cooks food that reflect the community and families' cultures.	1						
3499	288	8	4	1	b	7	Plans walks through the community, so that children see and hear the various cultures that make up the neighborhood.	1						
3500	288	8	4	1	b	8	Invites families and community members to share their cultural practices.	1						
3501	288	8	4	1	b	9	Attends community events designed to introduce people to new cultures.	1						
3502	289	8	4	2	a	0	Values cultural differences in children, youth, and families.							
3503	289	8	4	2	a	1	Plans activities that reflect differences in families.	1						
3504	289	8	4	2	a	2	Encourages meaningful participation in various cultural celebrations and traditions.	1						
3505	289	8	4	2	a	3	Understands that a healthy sense of self may differ from family to family or within cultures.	1						
3506	289	8	4	2	a	4	Helps children and youth to feel safe and secure within themselves so they can interact comfortably in the world around them.	1						
3507	289	8	4	2	a	5	Provides a learning environment that respects the unique cultures of children and youth.	1						
3508	289	8	4	2	a	6	Treats children, youth, and family members with kindness and respect and values individual differences.	1						

Core Competencies with Indicators

3509	289	8	4	2	a	7	Treats children and youth as individuals with their own strengths and needs.	1						
3510	289	8	4	2	a	8	Plans opportunities for cultural experiences that address the developing skills, interests, and needs of children and youth.	1						
3511	289	8	4	2	a	9	Helps children and youth recognize and share one another's skills and abilities recognizing similarities and differences.				1	1		
3512	289	8	4	2	a	10	Adapts experiences/routines to accommodate diverse needs, skills, and abilities.	1						
3513	289	8	4	2	a	11	Uses adaptations suggested by specialists and families to help a child/youth with diverse needs and abilities participate fully.	1						
3514	289	8	4	2	a	12	Recognizes, accepts, and embraces individual and family differences.	1						
3515	289	8	4	2	a	13	Models awareness of and sensitivity to cultural values and preferences of each family.	1						
3516	289	8	4	2	a	14	Provides children and youth with opportunities to share the events and experiences of their lives.	1						
3517	289	8	4	2	a	15	Treats children, youth, and family members with equal respect, regardless of ethnic/social backgrounds.	1						
3518	290	8	4	3	a	0	Increases own understanding of different cultural groups, including one's own cultural identities, beliefs, practices, and biases.							
3519	290	8	4	3	a	1	Participates in a variety of cultural events to learn more about other cultures.	1						
3520	290	8	4	3	a	2	Selects professional development opportunities that increase understanding and awareness of cultural diversity.	1						
3521	290	8	4	3	a	3	Selects professional development opportunities that challenge personal biases.	1						
3522	290	8	4	3	a	4	Actively seeks out information about other cultural groups to better understand customs, traditions, and practices.	1						
3523	290	8	4	3	a	5	Recognizes ethnic and social groups present in the community.	1						
3524	290	8	4	3	a	6	Researches the cultural practices/beliefs of local ethnic and social groups.	1						

Core Competencies with Indicators

3525	290	8	4	3	a	7	Asks parents or guardians about specific cultural or ethnic values and expectations.	1						
3526	290	8	4	3	a	8	Provides opportunities for children and youth to discuss family and culture, such as sharing food, preparing family trees, displaying family photos, creating class books about family traditions.	1						
3527	290	8	4	3	a	9	Seeks assistance from others regarding unfamiliar cultures or backgrounds.	1						
3528	290	8	4	3	a	10	Intervenes appropriately to help the social development of youth.					1		
3529	290	8	4	3	a	11	Guides youth in expressing their feelings and asserting themselves in positive ways.					1		
3530	290	8	4	3	a	12	Helps youth navigate a variety of social settings.					1		
3531	290	8	4	3	a	13	Offers learning opportunities and experiences reflecting the cultures represented in the community of the program.	1						
3532	290	8	4	3	a	14	Designs learning opportunities reflective of cultures represented in the community of the program.				1	1		
3533	290	8	4	3	a	15	Selects and uses a variety of materials (books, photos, posters, toys, games, foods) from diverse cultures to promote awareness/discussion.	1						
3534	290	8	4	3	a	16	Observes children's/youth's curiosity about cultural practices, and plans related activities and experiences.	1						
3535	291	8	4	3	b	0	Establishes an inviting and nurturing educational environment that respects and values each child and youth.							
3536	291	8	4	3	b	1	Displays information and artifacts from a variety of cultures.	1						
3537	291	8	4	3	b	2	Provides activities to connect youth program participants with other cultures (i.e., Skype, Google Earth, pen pals).					1		
3538	291	8	4	3	b	3	Plans parent orientation and education programs that reflect the diversity of the community.	1						
3539	291	8	4	3	b	4	Recruits staff and families to reflect diversity in the community to establish/maintain a diverse and inclusive program.	1						

Core Competencies with Indicators

3540	291	8	4	3	b	5	Surveys staff, families, therapists, etc., to identify areas of strength and opportunities for growth in the scope and operation of the program as it relates to cultural diversity and inclusion and use results to revise program operations.	1						
3541	291	8	4	3	b	6	Identifies diverse populations in the community and collaborates with leaders from all cultural components and experts on disabilities in order to assess needs, identify common issues, and seek solutions.	1						
3542	291	8	4	3	b	7	Enlists the support of program, experts, state, and local community resources to assist families and staff who are working with children with diverse needs and abilities (e.g., early intervention programs).	1						
3543	292	8	4	3	c	0	Communicates the cultural and environmental effects on learning, behavior, and development.							
3544	292	8	4	3	c	1	Understands that a healthy sense of self may differ from family to family or within cultures.	1						
3545	292	8	4	3	c	2	Understands that different cultures have different child rearing practices that lead to different outcomes for children (e.g., infants that are bound and carried have less opportunities to crawl which may affect when they crawl and walk).	1						
3546	292	8	4	3	c	3	Understands that different cultures may have different values and goals for their children.	1						
3547	293	8	4	4	a	0	Challenges biases and stereotypes.							
3548	293	8	4	4	a	1	Engage staff and parents in dialogue that challenge biases and stereotypes (e.g., only women make good caregivers of infants and toddlers, there must be something wrong with men who want to work with young children, male teachers should not change diapers, etc.).	1						
3549	293	8	4	4	a	2	Engages children and youth in activities that challenge biases and stereotypes.	1						
3550	293	8	4	4	a	3	Challenges worker biases and stereotypes regarding children, youth, and each other.	1						

Core Competencies with Indicators

3551	293	8	4	4	a	4	Employs a diverse staff including individuals from other races and cultures and both men and women.	1						
3552	293	8	4	4	a	5	Designs and implements learning environments that promote unbiased play and development.	1						
3553	294	8	4	4	b	0	Supports the cultural identity, beliefs, and practices of each child and youth.							
3554	294	8	4	4	b	1	Engages in discussion with children and youth about their identities, beliefs, and practices without influence and judgment.	1						
3555	294	8	4	4	b	2	Listens to children and youth talk about their identity, beliefs, and practices without influence and judgment.				1	1		
3556	294	8	4	4	b	3	Provides opportunities for youth to report out or share about themselves with their peers.					1		
3557	294	8	4	4	b	4	Respects children's and family boundaries regarding sharing personal information.	1						
3558	295	8	4	4	c	0	Incorporates global perspectives while avoiding stereotypes.							
3559	295	8	4	4	c	1	Incorporates global perspectives into curriculum, books, displays, materials, foods served, etc.	1						
3560	295	8	4	4	c	2	Receives input from families to avoid stereotypes.	1						
3561	295	8	4	4	c	3	Avoids stereotypical comments.	1						
3562	295	8	4	4	c	4	Challenges worker biases and stereotypes regarding children, youth, and each other.	1						
3563	296	8	4	4	d	0	Connects teaching and learning approaches to the experiences and cultures of others.							
3564	296	8	4	4	d	1	Encourages youth to research and explore other cultures (i.e., web research or interviewing local community members).					1		
3565	296	8	4	4	d	2	Utilizes technology to connect youth with youth from other cultures.					1		
3566	296	8	4	4	d	3	Embeds global perspectives and multiculturalism into the curriculum and environment.	1						
3567	297	8	4	4	e	0	Creates a trusting environment by employing multicultural strategies and teaching tolerance.							
3568	297	8	4	4	e	1	Teaches youth conflict resolution strategies.					1		

Core Competencies with Indicators

3569	297	8	4	4	e	2	Provide youth with communication and interaction skills necessary to solve their own conflicts.						1		
3570	297	8	4	4	e	3	Models acceptance at all times.	1							
3571	298	8	4	5	a	0	Evaluates, applies, and articulates current theory, resources, research, and policy promoting cultural competence and responsiveness.								
3572	298	8	4	5	a	1	Analyzes current trends and best practices to identify educational approaches suited to the program's mission, philosophy, and curriculum.	1							
3573	298	8	4	5	a	2	Bases educational decisions on current trends and best practices.	1							
3574	298	8	4	5	a	3	Explains how current trends and best practices guide the design of the program and activities.	1							
3575	298	8	4	5	a	4	Reviews and revises program and activities regularly to ensure they reflect current trends and best practices.	1							
3576	299	8	4	5	b	0	Analyzes organizational culture and implements changes that foster more equitable and culturally relevant and responsive practices.								
3577	299	8	4	5	b	1	Analyzes current trends and best practices to identify educational approaches suited to the program's mission, philosophy, and curriculum.	1							
3578	299	8	4	5	b	2	Bases educational decisions on current trends and best practices.	1							
3579	299	8	4	5	b	3	Explains how current trends and best practices guide the design of the program and activities.	1							
3580	299	8	4	5	b	4	Reviews and revises program and activities regularly to ensure they reflect current trends and best practices.	1							