

Competency Standard I:

Functional Area 1: Safe

Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.

1.1 Environments are safe for all children and adults.

- a) Materials, equipment and environments are safe.

1.2 Well-planned and well-organized emergency procedures and supplies are evident.

- a) Procedures for fires and other emergencies are posted
- b) First-aid supplies and medicines are stored appropriately and accessible to adults only

1.3 Candidate ensures children's safety at all times.

- a) Ensures that children are attended to by authorized adults at all times
- b) Teaches children appropriate safety practices
- c) Provides attentive supervision at all times
- d) Makes sure foods that are known choking hazards are not served

Functional Area 2: Healthy

Candidate provides an environment that promotes health, prevents illness and teaches children about good nutrition and practices that promote wellness.

2.1 Children's settings promote good health.

- a) Materials, equipment and environments are clean and promote good health
- b) Disinfecting and sanitizing solutions are present and stored appropriately
- c) Relevant health information for families of children are maintained and posted

2.2 Candidate implements appropriate hygiene practices to minimize the spread of infectious diseases.

- a) Cleans/sanitizes materials and equipment

- b) Uses correct hand washing procedures before and after serving food, diapering/toileting and whenever needed
- c) Implements sanitary toileting procedures

2.3 Candidate encourages children to practice healthy habits.

- a) Ensures that children wash hands properly, with assistance when needed
- b) Models, communicates and provides activities that teach the importance of good health to children and families

2.4 Candidate provides appropriate mealtime experiences

- a) Serves nutritious meals and snacks
- b) Facilitates appropriate mealtime experiences

Functional Area 3: Learning Environment

Candidate organizes and uses relationships, the physical space, materials, daily schedule and routines to create a secure, interesting and enjoyable environment that promotes engagement, play, exploration and learning of all children, including children with special needs.

3.1 Environments are developmentally appropriate for children.

- a) Environments are pleasant, welcoming and provide appropriate levels of stimulation
- b) Environments are arranged and organized intentionally to meet the developmental needs of children

3.2 Developmentally appropriate materials are available.

- a) Materials are developmentally appropriate for all children
- b) A variety of materials are provided for children to explore
- c) There is sufficient number of materials to accommodate the group size
- d) Materials are organized and accessible to children throughout the day

3.3 Daily schedule and weekly plan(s) are developmentally appropriate.

- a) Schedule allows for routine needs of children to be met
- b) Schedule provided meets children's needs for play
- c) Whole group times, when offered, are developmentally appropriate
- d) Weekly plans provide a variety of experiences

e) Pleasant nap or quiet times meet children's needs for rest

3.4 Candidate's disposition is warm and respectful.

a) Creates a nurturing relationship with each child

3.5 Candidate demonstrates sound judgment in using the posted Weekly Schedule/Daily Plan.

a) Generally follows posted schedule and plan

b) Veers from schedule and plan as needed

3.6 Candidate effectively facilitates transitional times between activities.

a) Demonstrates an understanding of the importance of transitions

Competency Standard II

Functional Area 4: Physical

Candidate uses a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.

4.1 Activities, materials and equipment encourage children of varying abilities to develop their large muscles.

- a) Gross motor skills are encouraged through developmentally appropriate materials, equipment and indoor/outdoor activities

4.2 Activities and materials encourage children of varying abilities to develop their small muscles.

- a) Individual fine motor skills are encouraged through a variety of developmentally appropriate materials and activities

4.3 Activities and materials encourage children to develop their senses.

- a) Sight, sound, smell, taste and touch experiences are encouraged through a variety of developmentally appropriate materials and activities

4.4 Candidate's facilitation promotes children's physical development.

- a) Participants in physical activities with children, when appropriate
- b) Guides the development of children's fine and gross motor skills

Functional Area 5: Cognitive

Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning and problem-solving to lay the foundation for all later learning. Candidate implements curriculum that promotes children's learning of important mathematics, science, technology, social studies and other content goals.

5.1 Activities encourage curiosity, exploration and discovery.

- a) Activities involve developmentally appropriate, hands-on experiences

5.2 Materials and equipment stimulate children's thinking and problem-solving.

- a) Materials and equipment provide a variety of opportunities for cognitive development
- b) Materials chosen are meaningful to the children

5.3 Candidate's interactions promote children's thinking and problem solving.

- a) Facilitates children's thinking and creative problem-solving skills

5.4 Candidate's interactions intentionally build upon children's prior knowledge.

- a) Connects concepts to children's previous experiences
- b) Supports children's repetition of the familiar

Functional Area 6: Communication

Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning. Candidate helps them communicate their thoughts and feelings verbally and nonverbally. Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.

6.1 Materials promote early literacy.

- a) Literacy/storytelling/bookmaking materials are provided
- b) Developmentally appropriate books are available

6.2 Activities promote language development.

- a) Children are read to every day
- b) Activities advance the development of language acquisition and writing skills
- c) Activities provide frequent opportunities for children to listen, talk and express their ideas effectively
- d) Activities support the needs of dual language learners

6.3 Candidate reads to children in a developmentally appropriate manner

- a) Reads to children engagingly

6.4 Candidate's interactions encourage children's communication skills.

- a) Promotes children's language development through her/his verbal and non-verbal communications

- b) Interacts with children, listening and responding appropriately
- c) Supports the needs of dual language learners

6.5 Candidate promotes children's vocabulary development

- a) Intentionally provides opportunities for children to learn new words
- b) Regularly introduces children to more advanced vocabulary

Functional Area 7: Creative

Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement and the visual arts and to develop and express their individual creative abilities.

7.1 Activities and materials encourage children to express themselves through the visual arts.

- a) Art materials and activities are available for children daily

7.2 Activities and materials encourage children to dance, move and develop their musical abilities.

- a) Music and dance/movement materials and activities are available for children daily

7.3 Activities and materials encourage children to develop their imagination.

- a) Dramatic play materials and activities are available for children daily

7.4 Candidate promotes individual expression and creativity.

- a) Encourages creative self-expression in children's activities
- b) Facilitates child-directed and process-oriented creative experiences

Competency III

Functional Area 8: Self

Candidate develops a warm, positive, supportive and responsive relationship with each child and helps each child learn about and take pride in his or her individual and cultural identities.

8.1 Children's environments support the development of positive self-concepts.

- a) Spaces and activities help each child develop a sense of self-identity/worth
- b) Materials chosen provide children opportunities to experience success

8.2 Candidate's interactions help children develop positive self-concepts.

- a) Respects the individuality of each child
- b) Shows sensitivity to and acceptance of each child's feelings and needs

8.3 Candidate encourages children to develop a sense of independence

- a) Encourages children's self-help/self-regulation skills while being respectful of family preferences and cultural differences
- b) Ensures that toileting is a developmentally appropriate, positive experience for children
- c) Promotes each child's growing sense of autonomy

Functional Area 9: Social

Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills and make friends. Candidate promotes mutual respect among children and adults.

9.1 The classroom environment provides opportunities for children to experience cooperation.

- a) Materials, equipment and activities provides help children experience working and playing in harmony

9.2 A non-biased environment is provided.

- a) Diverse activities, materials, curricula, and/or events reflect multiple cultural groups, ethnicities and family structures

9.3 Candidate promotes children's sense of belonging in the classroom community.

- a) Encourages children's social interactions
- b) Models appropriate social interactions

9.4 Candidate helps children experience sympathy/empathy and respect for others.

- a) Helps children understand their feelings and the feelings of others
- b) Discusses diversity comfortably when interacting with children

Functional Area 10: Guidance

Candidate provides a supportive environment and uses effective strategies to support children's self-regulation and acceptable behaviors. Candidate effectively intervenes for children with persistent, challenging behaviors.

10.1 Spaces and materials are arranged to promote positive interactions and limit disruptive behaviors.

- a) Spaces and materials provided anticipate children's behavioral and developmental needs.

10.2 Candidate proactively implements methods for preventing behavioral problems.

- a) Acknowledges positive behaviors
- b) Models appropriate behaviors
- c) Provides firm, consistent limits and expectations
- d) Uses effective classroom management techniques
- e) Helps children learn to articulate their emotions and practice how to respond in challenging situations

10.3 Candidate uses positive techniques when reacting to children's challenging behaviors.

- a) Places emphasis on the development of self-discipline/self-regulation
- b) Deals with challenging behaviors in a consistent and calm manner
- c) Uses appropriate techniques to address negative behaviors

Competency Standard IV

Functional Area 11: Families

Candidate establishes a positive, responsive, cooperative relationship with each child's family, engages in two-way communication with families, encourages their involvement in the program and supports the child's relationship with his/her family.

11.1 Various opportunities to appreciate and communicate with children's families are included as part of the regular program.

- a) Room displays and materials reflect for various communities, cultural groups and families
- b) Opportunities to communicate with and distribute information to families are provided

11.2 Candidate appreciates the uniqueness of each family.

- a) Welcomes and respects every family

11.3 Candidate partners with families to support the needs of their children.

- a) Works closely with each family
- b) Maintains open communication with families

11.4 Candidate helps families understand and support the healthy growth and development of their child.

- a) Provides information and opportunities to help families meet their child's developmental needs
- b) Knows the social service, health and education resources of the community, engaging them when appropriate
- c) Recommends activities families can do at home that support their child's development

Competency Standard V

Functional Area 12: Program Management

Candidate uses observation, documentation and planning to support children's development and learning to ensure effective operation of the classroom or group. Candidate is a competent organizer, record keeper, communicator and cooperative co-worker.

12.1 Candidate observes, documents and assesses each child's developmental/educational progress

- a) Objectively observes and records information about children's behaviors and learning
- b) Analyzes and assesses multiple sources of evidence in order to set appropriate developmental goals for each child/group, planning curriculum accordingly

12.2 Candidate adheres to regulatory requirements and program policies.

- a) Adheres to current local child care regulations and program policies
- b) Adheres to professional Mandated Reporting requirements related to abuse and neglect
- c) Maintains current records on children's health, safety and behavior

12.3 Candidate maintains effective professional relationships.

- a) Establishes cooperative interpersonal relationships with coworkers, colleagues, volunteers and supervisors

Competency Standard VI

Functional Area 12: Professionalism

Candidate makes decisions based upon knowledge of research-based early childhood practices, promotes high-quality in child care services and takes advantage of opportunities to improve knowledge and competency, both for personal and professional growth and for the benefit of children and families.

13.1 Candidate commits to highest standards for professional practices.

- a) Protects the confidentiality of information about children, their families and the child care program
- b) Conducts her/himself in a professional manner at all times

13.2 Candidate works with other professionals and families to communicate the needs of children and families to decision makers.

- a) Advocates for the needs of children and families

13.3 Candidate takes advantage of opportunities to continue professional growth.

- a) Learns about new laws and regulations affecting child care, children and families
- b) Takes opportunities for professional and personal development by reflecting, joining professional organizations and attending meetings, training courses and conferences