Colorado's Competencies for Early Childhood Educators and Administrators

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FUNDING

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Competencies for Early Childhood Educators and Administrators: An Overview

History of the Competencies for Early Childhood Educators and Administrators Colorado's Early Childhood Leadership Commission adopted Colorado's Early Learning Professional Development System Plan created through the Lieutenant Governor's Office with support from the Early Childhood Professional Development Advisory Group. A key priority within the plan was to develop a framework of performance-based competencies for early childhood educators and administrators. A Request for Proposals was announced, and Oldham Innovative Research was awarded the contract to work collaboratively with the Professional Development Advisory Group's Competencies Sub-Committee. The ECLC's Program Quality, Coordination and Alignment Committee oversaw the process. Through many iterations of gaining feedback from both state and national experts, this framework outlines what early childhood educators and administrators need to know and do in order to provide quality care and education for Colorado's youngest citizens.

Why are the Competencies for Early Childhood Educators and Administrators important?

- Competencies provide clear descriptions of what early childhood educators and administrators need to know and be able to do to provide quality care and education.

- Competencies are an essential part of a comprehensive professional development system.

- Competencies recognize the importance of diversity in early childhood settings, which include culture, linguistics, and ability.

- Competencies support professionalism in early childhood education by serving as the foundation for practices carried out by early childhood educators in all early childhood settings.

How can the Competencies for Early Childhood Educators and Administrators be used?
The Competencies for Early Childhood Educators and Administrators are designed to be used in a variety of ways depending on the setting. Ultimately, the competencies are meant to clearly outline and communicate the specialized knowledge and skills early childhood educators need in order to provide high-quality education and care that is focused on children birth through age eight. Table 1 illustrates ways in which the core competencies can be utilized by those working in the early childhood profession.

Table 1: Utilization of Competencies

Early Childhood Educators	- Plan for individualized professional development - Increase understanding of different levels of competence in the field of early childhood education - Promote self-assessment and self-reflection of knowledge and skills in the domain areas - Support portfolio development
Administrators	- Guide to help early childhood educators in their professional development plan - Support for development of personnel evaluation systems - Support for reflective supervision - Plan program professional development, technical assistance and/or mentoring/coaching - Guide staff recruitment and retention - Build leadership - Develop a career ladder within an early childhood organization - Provide opportunities for continuous quality improvement
Early Childhood Mentors and Coaches	- Create supports and resources in the competency domain areas - Promote discussions which lead to practices in self-reflection - Provide targeted support and modeling
Developers and Providers of Training	- Provide the foundation to guide learning goals and objectives - Create professional development opportunities that provide for meaningful articulation into other systems - Guide quality assurance specific to professional development - Organize professional development opportunities (i.e., professional development calendars, workshops at conferences)
Higher Education	- Support the foundation to create and align coursework, child care licensing requirements, and teacher licensure requirements - Guide the development of articulation and/or transfer agreements between institutions

	• Foster dialog between students and advisors
State and Local Agencies	• Guide the development of policies related to teacher licensure, Colorado's Quality Rating and Improvement System, articulation to higher education, professional development and supports for educators working in a variety of settings including public schools • Support program licensing credentials for early childhood educators • Support identification of specializations that could benefit from a deeper understanding of early childhood competencies • Create inventory of institutions that provide early childhood education professional development opportunities • Align standards in specializations that serve children and families birth through age eight
Early Childhood Advocates	• Increase awareness of early childhood education • Communicate knowledge and skills that early childhood educators should have in the profession • Identify supports needed for early childhood educators • Support sustainability and funding for early childhood programs • Create connections between economic impacts of early childhood (families back to work, employment of Early Childhood Educators)
Families	• Assist in the identification of early childhood program quality • Increase understanding of the early childhood profession • Advocate for their children and family needs • Increase understanding of the importance of what it means to have competent and credentialed staff • Act as a resource for Child Care Resources and Referral staff to use when families inquire about child care

What are the content areas of Colorado's Competencies for Early Childhood Educators and Administrators?

The content areas, otherwise known as *domains*, describe knowledge and skills that early childhood educators need in order to work effectively with children birth through age eight and their families. In order to increase knowledge and skills, early childhood educators are expected to participate in quality continuing education opportunities (e.g., college classes, community-based state-approved training, etc.). Embedded throughout the domains, when appropriate, are competencies specific to cultural competence as well as the inclusion of all children.

The domains included within Colorado's Competencies for Early Childhood Educators and Administrators are:

◆ Child Growth, Development, and Learning   ◆ Health, Safety, and Nutrition

◆ Child Observation and Assessment   ◆ Professional Development and Leadership

◆ Family and Community Partnerships   ◆ Program Planning and Development

◆ Guidance   ◆ Teaching Practice

Colorado's Competencies for Early Childhood Educators and Administrators are built on a framework of four levels. They begin with the basic knowledge and skills needed to enter the field and progress to advanced levels of academic preparation with a wide
range of experiences. The four levels are cumulative, meaning that early childhood educators at the top level have the skills and knowledge to meet all the competencies in the lower levels. Early childhood educators progress through the levels by furthering education, participating in training opportunities, getting involved in mentoring/coaching, and utilizing reflective practices. Skills and knowledge may present at varying levels depending on the competency domain and the professional's role, work setting, and experience.

The levels are best described as:

- **Level 1:** Demonstrates basic skills and knowledge to support quality early childhood care and education.

- **Level 2:** Demonstrates the skills and knowledge at the previous level plus: Applies skills and knowledge to implement effective early childhood environments and experiences for young children.

- **Level 3:** Demonstrates the skills and knowledge at previous levels plus: Designs, plans, and analyzes policies, procedures, and practices that are optimal for young children.

- **Level 4:** Demonstrates the skills and knowledge at previous levels plus: Advances the field of early childhood education through advocacy,

CORE COMPETENCY DOMAIN: Child Growth, Development, and Learning

Rationale: Understanding a child's growth, development, and learning is paramount in providing experiences that foster the predictable steps and sequences of development. Knowing how children grow, develop, and learn allows early childhood educators to develop, guide, and monitor learning experiences that address all domains of child development. Developmentally appropriate learning experiences consider a child's developmental abilities, temperament, language and cultural background, needs, and learning styles while recognizing factors such as family characteristics and community influences. Fully understanding the importance of child growth, development, and learning means all children are valued individually and inclusivity is respected.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge of Developmental Domains, Changes and Milestones	Child Growth, Development, and Learning (CGDL) 1.1. Identifies and gives examples of the different developmental domains including cognitive, physical, language, social/emotional, and creative.	CGDL 1.2. Prepares environments and implements the planned experiences addressing the needs of individual children across the developmental domains and across the ages that will be included in those environments.	CGDL 1.3. Examines, integrates and analyzes current theory, policies, and research on the domains of child growth and development and their interconnectedness and applies this information to meet the individual needs of children.	CGDL 1.4. Generates or builds systems and strategies to assist early childhood educators in increasing their understanding of the interconnectedness of developmental domains and milestones especially in terms of application to individual children.
	CGDL 2.1 Explains major theories and theorists of child growth	CGDL 2.2. Applies theories of child growth and development to	CGDL 2.3. Selects or recommends the practices, policies, and	CGDL 2.4. Supports early childhood professionals through targeted professional

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and development.	establish appropriate developmental goals for children.	decisions affecting children and their families based on current developmental theory and research.	development in planning for instruction based on current developmental research.
CGDL 3.1. Describes typical development of children and identifies materials that support varied developmental levels.	CGDL 3.2. Applies current research and theory of developing children to ensure the program meets the needs of all children and families.	CGDL 3.3. Provides documentation to support community partners to identify possible developmental delays of children.	CGDL 3.4. Generates or builds systems to ensure that referral systems and resources are effective in meeting the individual needs of all children and families.
CGDL 4.1. Describes current research on the importance of early experiences in the development of the whole child, with particular emphasis on brain development.	CGDL 4.2. Utilizes knowledge of the current research and pedagogy (e.g., early brain development, continuity of care) to implement strategies that support environments, interactions, relationship-building, and experiences which foster positive brain development and emotional competence.	CGDL 4.3. Compiles and analyzes current research and resources including best practices and developing trends in education and society, including the implications for supporting children's brain development.	CGDL 4.4. Provides and advocates for environments and experiences that promote early brain development.
Individual Needs and Differences	CGDL 5.1.Implements accommodations, modifications, and/or	CGDL 5.2. Applies, in collaboration with families, learning	CGDL 5.3. Recommends strategies for	CGDL 5.4 Builds systems and strategies reflective of current research and practices and

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adaptations as requested by families, for children with unique, diverse needs (e.g., linguistic, cultural, developmental).	experiences for children's individual needs by providing materials and activities that affirm and respect diversity.	gathering information from families about diverse practices and applies the information to practice, designing environments to help support the participation of families in the program.	based on emerging/changing needs of children and families.
CGDL 6.1. Describes risks and protective factors and how they affect child development and learning.	CGDL 6.2. Identifies risk and protective factors for each child and refers children experiencing potentially harmful levels of stress to appropriate support.	CGDL 6.3. Researches and analyzes strategies on appropriate guidance/supports for children who are experiencing multiple stress factors and creates policies and procedures that support these strategies.	CGDL 6.4. Articulates, evaluates and provides professional development on risk and protective factors and their role in child development and learning.
CGDL 7.1. Describes the individuality of child growth and development including genetic, environmental, linguistic, and cultural influences.	CGDL 7.2. Plans and implements classroom experiences that support each child's strengths, needs, and multiple influences.	CGDL 7.3. Plans, implements, and monitors the program to address each child's strengths and needs.	CGDL 7.4. Builds systems and programs that are reflective of individual, family and community factors.

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Identified Special Needs	CGDL 8.1. Describes concept and rationale behind inclusive education. Considers the unique abilities of all children and the benefits of children's full participation in activities and daily routines.	CGDL 8.2. Applies knowledge and understanding of the elements of inclusion in order to create an environment where all children are individually valued and individual goals or outcomes are incorporated into daily activities, routines, and curriculum planning.	CGDL 8.3. Analyzes, implements, and monitors program policies, procedures, and practices that create a sense of belonging and support full participation by children with special needs.	CGDL 8.4. Designs professional development according to current research and best practices related to promoting the full participation of, and sense of community and belonging for, children with special needs.
	CGDL 9.1. Describes legal requirements for children with special needs (including requirements under the Individuals with Disabilities Education Act and Section 504).	CGDL 9.2. Applies knowledge about individual children with special needs to participate in planning accommodations and adaptations which ensure that they are included and are able to access learning environments and experiences.	CGDL 9.3. Analyzes, plans, implements, and monitors adapted learning environments and experiences to ensure that children with special needs can fully participate in all learning experiences.	CGDL 9.4. Designs professional development using evidence-based practices for inclusion in implementing adaptations and changes as defined by a child's individual learning plan.
	CGDL 10.1. Discusses concerns regarding a child's development, behavior, or participation in learning experiences with supervisor.	CGDL 10.2. Participates in the multi-disciplinary team to develop, plan for, and integrate strategies to meet outcomes/goals from appropriate individual child's plans.	CGDL 10.3. Analyzes and plans assistive technology, resources, and services at the program level for children with special needs in collaboration	CGDL 10.4. Advocates for children's and families' rights; promotes inclusive environments to welcome all children in early childhood settings.

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			with other professionals and family members to support the growth, development, and learning of children with special needs.	
Fostering Healthy Attachment and Relationships	CGDL 11.1. Describes how attachment relates to the growth, development, and learning of young children and builds positive relationships with children in their care. Demonstrates an understanding of how attachment varies across different cultural contexts.	CGDL 11.2 Applies knowledge of healthy attachment theory and its cultural variations to support child growth, development, learning, and healthy relationships with adults and peers (i.e., separations, changes in staffing patterns, having staff who speak the child's home language, continuity of care, care giving routines, changes in care and/or educational settings).	CGDL 11.3. Analyzes, implements, and monitors continuity of care practices within the program as well as the early childhood profession to ensure that relationships between the child and early childhood professional are supported through consistency. Strives to match children with culturally and linguistically similar staff.	CGDL 11.4. Synthesizes and provides guidance on research and scientific findings to inform early childhood educators about the importance of early healthy attachments and relationships.

CORE COMPETENCY DOMAIN: Child Observation and Assessment

Rationale: Child observation and assessment enables early childhood educators to use reliable and valid procedures and practices to gather information on an individual child's growth and development. Through gathering information on growth, achievement, learning styles, interests, experiences, challenges, and understandings of individual children, the curriculum can be enriched to support children through the developmental stages. Observation and assessment policies, procedures, and practices should be sensitive to individual children's needs, culture, language, and abilities. Policies, procedures, and practices must incorporate ethical standards around confidentiality and unbiased documentation. Allocated time to share results with families and others involved with the child is a critical component to child observation and assessment.

Categories	Level 1	Level 2	Level 3	Level 4
Principles	Child Observation and Assessment (COA) 1.1. Describes and utilizes indirect and direct observation and assessment methods.	COA.1.2 Plans and applies appropriate indirect and direct child observation and assessment methods to gather and keep confidential a well-rounded and accurate description of the development of the individual child.	COA 1.3 Evaluates, implements, and monitors a confidential system of indirect and direct child observation and assessment methods that addresses all developmental domains of child development.	COA 1.4. Creates and implements professional development on designing confidential, objective, direct, and indirect child observation and assessment systems that account for all domains of child development.
	COA 2.1. Identifies how the results of child observations and assessments are used to	COA 2.2. Uses child observation and assessment results to implement a	COA 2.3. Plans, evaluates, implements, and monitors programmatic systems to ensure child observation	COA 2.4. Creates and implements professional development on how to use child observation and

	adjust and individualize instruction.	developmentally, linguistically, and culturally appropriate individualized curriculum.	and assessment results are used to inform curriculum and professional practices.	assessment results to effectively and responsively plan individualized curriculum.
Gathering and Documenting	COA 3.1. Identifies meaningful information about each child's development, linguistic, and cultural background. Links information to key instructional/learning goals.	COA 3.2. Uses child observation and assessment strategies on a regular basis to collect information about each child and monitors results to inform planning and referrals.	COA 3.3. Plans, evaluates, implements, and analyzes methods for child observation and assessment systems that include family input and other early learning professionals in order to plan for responsive experiences and activities.	COA 3.4. Builds systems incorporating current theory and research relevant to gathering and documenting observation and assessment data in early childhood settings.
	COA 4.1. Explains how observation and assessment assist in identifying children with special needs in determining eligibility for services.	COA 4.2. Responds to concerns of delays, disabilities, or disorders for children in various developmental stages by implementing intermediate resources and making referrals as needed.	COA 4.3. Collaborates with teams to use information gained through formal and informal observations and assessments to inform the development of appropriate strategies to optimally support children with special needs.	COA 4.4. Collaborates with families, early childhood educators, Child Find, community agencies, and specialists to develop and implement systems of child observation, screening, and assessment that are child- and family-friendly; advocate for children with special needs; and foster professional development activities that enable staff to create comprehensive plans with tiered instruction for individual children.

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Summarizing and Interpreting	COA 5.1. Describes the importance of analyzing and interpreting unbiased child observation and assessment data using both indirect and direct methodologies.	COA 5.2. Applies assessment data (both indirect and direct) in curriculum, instruction, professional practice, and interaction with children, seeking support as needed. Is able to link assessment data to child progress and goal setting for individual and groups of children.	COA 5.3. Analyzes factors that may influence a child's observation and assessment data (i.e., culture, language, ability, environment, observer bias, and learning styles) and seeks additional supporting information when data sources conflict with one another.	COA 5.4. Instructs others on how to interpret indirect and direct child observation and assessment results with a focus on observer bias and, whenever appropriate and possible, utilizing a team approach that includes native speakers of children's home language.
Sharing and Reporting	COA 6.1. Describes the importance of communicating children's observation and assessment information to families in a sensitive and supportive manner.	COA 6.2. Communicates summaries of children's observations and assessments to families in a sensitive, strengths- based and supportive manner and, when appropriate, facilitates educational planning. Uses the family's home language to ensure clear and understandable communication. If family is not fluent and staff member is unable to communicate in the family's home language, s/he locates resources to enable this communication.	COA 6.3. Plans, evaluates, implements, and monitors policies, procedures, and best practices that ensure families are consistently and sensitively informed about their children's observations and assessments in home language and culture.	COA 6.4 Instructs others on how to share and report on child observation and assessment results that ensures that families are consistently informed about their children's progress and considers the home language and culture of the family.

Core Competency Domain: Family and Community Partnerships

Rationale: Recognizing that families are their child's first teacher and caregiver is the cornerstone of developing strong partnerships between families and early childhood educators. Children's lives are rooted in their families and communities, so valuing families in the context of their culture, language, home, and community is paramount in building strong connections with children and their families. Celebrating and respecting diversity in terms of ability, language, values, customs, traditions, expectations, and attitudes is essential for early childhood professionals to
understand in order to offer developmentally and culturally learning opportunities that will help children grow, develop, and learn. Understanding that children develop in the context of different family structures and dynamics helps early childhood professionals to honor the interests, needs, strengths, and challenges of developing children as well. When early childhood professionals work collaboratively with community organizations/agencies to meet children's needs and to encourage community involvement, children's development is enhanced. Collaborative, reciprocal family and community partnerships help to optimize a child's growth, development, and learning.

Categories	Level 1	Level 2	Level 3	Level 4
Valuing Families	Family and Community Partnerships (FCP) 1.1. Identifies families as their child's first teacher and asks families for their contributions in describing their child's personal background, varied strengths, interests, and challenges.	FCP 1.2. Incorporates family input about child care, guidance, child development, and child-rearing practices in the home in supporting environments and experiences for young children.	FCP 1.3. Analyzes, plans, and monitors policies, procedures, and best practices that recognize and support differences in families.	FCP 1.4. Develops family centered practices across sectors in collaboration with families, early childhood educators, and community stakeholders.
	FCP 2.1. Demonstrates the value of family in their children's education by engaging	FCP 2.2. Seeks family input about their children's varied early learning histories, strengths, and	FCP 2.3. Analyzes family input and incorporates this information into	FCP 2.4. Builds partnerships with community stakeholders and

	in discussions with families and incorporating relevant information for planning purposes.	challenges and uses this information when interacting with and guiding children.	programming and provides family engagement ideas for home application to extend learning.	advocates promoting family engagement in services that support child growth, development, and learning in and out of the home.
	FCP 3.1. Identifies and considers different parenting styles, family preferences, and the impact of the differing styles on children's learning and development in a non- judgmental manner.	FCP 3.2. Recognizes outside factors that may affect children's growth, development, and learning; engages with families to support child growth, learning, and development, including social and emotional development.	FCP 3.3. Recommends ways families can be partners in decision-making by asking for family input, analyzing information provided, and respectfully reconciling any differences.	FCP 3.4. Collaborates with agencies to include families in all decision-making processes by facilitating an organizational understanding of parental engagement strategies.
Respect for Diversity	FCP 4.1. Identifies and celebrates the diversity that exists in language, culture, abilities, socioeconomic level, faith traditions, family structure, and individual differences within the classroom.	FCP 4.2. Incorporates knowledge of diversity within the classroom/program to implement professional practices, activities, and environments that are supportive of children from diverse backgrounds.	FCP 4.3. Plans, analyzes, and monitors a professional culture that reflects and honors diversity.	FCP 4.4. Instructs, guides, and facilitates discussions with staff on appropriate and effective strategies for incorporating respect for diversity into daily practice and programming.
	FCP 5.1. Identifies own cultural experiences and biases, particularly those that relate to family values, child development, and	FCP 5.2. Compares and contrasts personal cultural and language experience and biases with other families' experiences and biases.	FCP 5.3. Analyzes own barriers and biases that might hinder the development of mutually respectful relationships with	FCP 5.4. Builds systems and strategies that require early childhood professionals to analyze personal culture and how it relates to

	parenting practices.		families and community.	working effectively with all families and children.
Effective Communication	FCP 6.1. Identifies the primary/preferred language of children and families to enable communication in a sensitive and appropriate manner.	FCP 6.2. Presents communication in the primary/preferred language of the families utilizing various communication tools and communication levels. Uses translators and interpreters appropriately when needed.	FCP 6.3. Evaluates the readability and inclusiveness of communication to families and uses appropriate strategies for communicating with individual families.	FCP 6.4. Collaborates with community stakeholders to ensure services in the home languages are available and accessible throughout the community.
	FCP 7.1. Describes strategies for family centered problem-solving and conflict resolution.	FCP 7.2. Demonstrates effective problem-solving and/or conflict resolution strategies with families, using outside supports when necessary.	FCP 7.3. Analyzes potential conflicts involving families and child care settings and recommends solutions using outside supports when necessary.	FCP 7.4. Creates and monitors systems using current theory and best practices in conflict resolution strategies to support families.
	FCP 8.1. Discusses the value of consistent communication with families, identifies varied communication strategies, and participates in family conferences.	FCP 8.2. Implements a family communication system where families can access information on educational materials, daily activities, schedules, children's development, learning, and progress through a variety of communication mechanisms that make the information accessible to	FCP 8.3. Plans, analyzes, and monitors policies, procedures, and practices that incorporate respectful and effective communication strategies with families.	FCP 8.4. Builds systems that foster respectful and effective communication between early childhood programs and families.

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		families regardless of technology, reading and language differences.		
Building Reciprocal Relationships with Families	FCP 9.1. Describes risk and protective factors and how they affect family functioning.	FCP 9.2. Identifies risk and protective factors for each family and refers families experiencing potentially harmful levels of stress to appropriate support.	FCP 9.3 Researches and analyzes strategies on appropriate guidance/supports for families who are experience multiple stress factors and creates policies and procedures that support these strategies.	FCP 9.4. Articulates, evaluates, and provides professional development on risk and protective factors and their role in family functioning.
	FCP 10.1. Identifies the role of family members in their children's growth, development, and learning and the cultural variations of family roles.	FCP 10.2. Incorporates family engagement strategies to enhance learning opportunities for families.	FCP 10.3. Plans, implements, and monitors policies, procedures, and practices that strive to effectively involve all families in the program.	FCP 10.4. Articulates, evaluates, and provides professional development to support teachers on current theory and research on strategies to promote family involvement in early childhood settings to support relationships.

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	FCP 11.1. Lists characteristics of a healthy, accessible, inclusive, and welcoming environment for all families.	FCP 11.2.Identifies times during the day where individual goals from IFSP's, EDP's, or Individual Growth Plans can be addressed individually with family members.	FCP 11.3. Plans, analyzes, and monitors policies, procedures, and practices that - include intervention strategies as needed to help all children succeed.	FCP 11.4. Collaborates with families, early childhood educators, and community stakeholders on ways in which to promote family-focused intervention strategies in sectors that work with children and their families.
Resources that Support Children and Families	FCP 12.1. Identifies opportunities that allow families to network and develop personal relationships with one another.	FCP 12.2. Provides opportunities that promote networking between families.	FCP 12.3. Plans and analyzes opportunities that promote networking between families.	FCP 12.4. Provides opportunities in the community to promote networking and support between and for families by building partnerships with community stakeholders.
	FCP 13.1. Identifies community resources and services available to support children and their families.	FCP 13.2. Connects with community resources and services based on program and individual family needs.	FCP 13.3. Develops and monitors policies, procedures, and practices that promote partnerships between the program, families, and community resources and services.	FCP 13.4. Builds systems and strategies that promote the partnership between early childhood programs and community resources.
	FCP 14.1. Works cooperatively and appropriately with volunteers especially those who speak the	FCP 14.2. Employs and supports volunteers in the program as needed. Strives to enlist those who speak the children's home	FCP 14.3. Develops and analyzes policies and procedures that support the use of volunteers, with particular attention	FCP 14.4. Collaborates with families, early childhood educators, and other community stakeholders to

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children's home languages.	languages.	to bilingual and bicultural volunteers.	promote volunteerism.
FCP 15.1. Describes the benefits of collaborating with families, community resources, and other professionals to identify, evaluate, and serve children with special needs.	FCP 15.2. Collaborates with families, community resources, and other professionals to identify, evaluate, and serve children with special needs.	FCP 15.3. Creates and monitors policies and procedures that encourage collaborating with families, community resources, and other professionals to identify, evaluate, and serve children with special needs.	FCP 15.4. Builds systems and strategies that support collaboration between early childhood settings, families, community resources, and other professionals to identify, evaluate, and serve children with special needs.

CORE COMPETENCY DOMAIN: Guidance

Rationale: Incorporating responsive guidance strategies into an early childhood program provides opportunities for establishing secure, interpersonal peer to peer, adult to child, and adult to adult relationships. Developmentally appropriate guidance strategies help children to better understand themselves as individuals and as members of a group. A warm and caring, culturally and linguistically responsive environment in which staff consistently use a variety of evidence-based guidance strategies, helps children and families feel respected, valued and accepted. Creating an inclusive and supportive culture is fostered through providing both individual and group guidance strategies.

Categories	Level 1	Level 2	Level 3	Level 4
Positive Interactions and Relationships with Individual Children	Guidance (G) 1.1. Identifies examples of positive responsive interactions and the characteristics of those interactions, e.g., language, tone of voice, closeness, etc. between early childhood professional and child.	G 1.2. Implements positive relationship techniques and supports to ensure that children have frequent opportunities to interact with early childhood professional, other adults, and peers in respectful and meaningful ways.	G 1.3. Designs policies, procedures, and best practices to support positive interaction with children, colleagues, and families on a daily basis.	G 1.4 Provides professional development opportunities on current research and evidence-based practices regarding relationship building in early childhood practice.
	G 2.1.Describes current best practices in providing responsive routines and environments and their role in supporting social emotional and cognitive development.	G 2.2.Implements responsive routines and environments to support children's social-emotional and cognitive development.	G 2.3. Develops, implements, and monitors program policies, procedures, and best practices to support responsive routines and environments.	G 2.4. Provides professional development opportunities on current research and evidence-based practices regarding responsive routines and environments.

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	G 3.1. Describes the importance of individualized attention for each child and identifies strategies for providing these interactions.	G 3.2. Provides individual accommodations based on temperament, personality, language, strengths, interests, and development for all children.	G 3.3. Develops and analyzes policies and procedures that support programming that is responsive to each child's specific characteristics, language abilities, strengths, interests, and needs.	G 3.4. Provides professional development and support on current theory, research, and strategies to support interactions based on the specific needs of each child.
Child Guidance: Discipline/Promoting Social and Emotional Competence	G 4.1. Describes behavior (including challenging behavior) typical for children at various developmental levels.	G 4.2. Provides experiences and consistent environments which promote social skills and appropriate behaviors for all children.	G 4.3. Plans developmentally appropriate group experiences that promote social skills and appropriate behaviors for all children.	G 4.4. Provides guidance, support, and professional development opportunities on promoting social skills and appropriate behaviors.
	G 5.1. Explains models of developmentally appropriate guidance approaches.	G 5.2. Practices and applies developmentally appropriate guidance approaches that promote and teach positive behaviors, problem-solving, and self-regulation.	G 5.3. Plans, implements, and analyzes policies, procedures, and best practices to support developmentally appropriate guidance strategies that can be applied to individual and groups of children.	G 5.4. Builds systems and strategies that promote developmentally appropriate guidance approaches.

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Communication	G 6.1. Communicates with co-workers and families regarding areas of concern with a child's behavior and contributes to the development of cooperative strategies to manage challenges.	G6.2. Collaborates with families and other professionals to gather information to interpret challenging behavior, develop individually appropriate expectations, teach children new behaviors, and effectively and sensitively communicates about these with families and others.	G 6.3. Develops, implements, and monitors individual guidance plans with families and staff, accessing appropriate early childhood educators and/or community resources and services as needed, and striving to ensure that communication with families is sensitive and clear with respect to these plans.	G 6.4. Educates and guides families, early childhood professionals, and other specialists in the interpretation of and response to a child's challenging behavior based on current research and best practices and how to develop, implement, and monitor individual guidance plans.
	G 7.1 Communicates with families frequently about positive behaviors children have shown in the classroom.	G 7.2 Notices and helps co-workers notice positive behaviors children manifest in the classroom, and communicate these to families.	G 7.3 Develops, implements and monitors guidelines for staff to ensure that staff notice and pay attention to children when they are engaging in socially and emotionally competent behaviors.	G 7.4 Educates early childhood professionals and other specialists regarding the importance of supporting and responding positively to children's socially and emotionally competent behaviors, rather than mainly interacting with and attending to children when they engage in challenging behavior.

	G 8.1. Adjusts, with guidance from supervisor, the learning environment and curriculum to minimize potential challenging behaviors.	G 8.2. Demonstrates developmentally appropriate guidance approaches such as choices, appropriate limits, re-direction, ignoring, positive feedback, encouragement, using the child's home language, and giving effective directions.	G 8.3. Plans developmentally appropriate guidance approaches and opportunities for staff to engage in reflective practices to better understand young children's social, emotional, and behavioral development.	G 8.4. Builds systems and strategies that support reflective practice activities to broaden and deepen the understanding of children's social-emotional development and effective guidance strategies that enhance children's growth and development.
The Role of Staff and Other Adults	G 9.1. Describes how children learn from the interactions and communication between the adults around them.	G 9.2. Illustrates respectful adult relationships, displaying authentic trust and cooperation with colleagues, families, and others.	G 9.3. Establishes and maintains a work environment that supports and promotes teamwork and trusting, respectful interactions.	G 9.4. Creates systems and strategies that promote respectful adult relationships.
	G 10.1. Describes the appropriate channels for professional conflict resolution based on program policies and/or professional code(s) of ethical conduct.	G 10.2. Demonstrates adult self-regulation and conflict resolution strategies with colleagues in daily interactions and when working as a team.	G 10.3. Creates and embeds written policies, procedures, and best practices which support effective communication, conflict resolution and teaming.	G 10.4. Designs professional development opportunities using best practices and current research regarding conflict resolution and problem-solving.

CORE COMPETENCY DOMAIN: Health, Safety, and Nutrition

Rationale: Optimal child development is enhanced if young children are safe from physical and emotional harm. In designing learning environments and experiences for young children, meeting the health, safety, and nutritional needs are critical to child growth, development, and learning. Environments for young children should be safe from hazards and potential injuries to enable them to explore and learn. Programs should ensure that children are protected from infectious diseases through the implementation of appropriate health, safety, and sanitation policies, procedures and daily practices. Working in partnership with families and communities on creating healthy, safe, and nutritionally sound environments establishes a foundation for future healthy lifestyles and a pathway for lifelong health and well-being.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge of Regulations	Health, Safety, and Nutrition (HSN) 1.1. Identifies the purpose of the following licensing regulations and training as designated by job : ~Administration of Medication ~Universal Precautions ~CPR/First Aid training ~Fire and disaster drills ~Child abuse and neglect (mandatory reporting) ~Communicable disease ~Adult: child ratios ~Emergency procedures ~Transportation and	HSN 1.2. Implements program health, safety and nutrition standards.	HSN 1.3. Develops program policies, procedures, and practices related to health, safety, and nutrition, including exclusion criteria that support the optimal growth, development, and learning of every child.	HSN 1.4. Builds systems that ensure that regulations around health, safety, and nutrition are aligned with best practices.

	transportation safety Has knowledge of and complies with Licensing regulations.			
	HSN 2.1. Identifies the functions of regulatory agencies (e.g., licensing, health department, child welfare).	HSN 2.2. Develops and implements strategies for working cooperatively with regulatory agencies.	HSN 2.3. Develops strategies and collaborates with regulatory agencies to ensure that program policies, procedures, and practices related to health, nutrition, safety, and child abuse/neglect support optimal growth and development of every child.	HSN 2.4. Builds systems and strategies that emphasize and reinforce the role that regulatory agencies play in early childhood settings.
Health	HSN 3.1. Identifies the signs and symptoms of common childhood illnesses and communicable diseases.	HSN 3.2. Implements policies to respond to instances of illness or injury and reports to families and regulatory agencies as required.	HSN 3.3. Plans policies in response to instances of illness or injury and reports to families and regulatory agencies as required.	HSN 3.4. Collaborates with community health agencies and professional(s) for consultation, diagnoses, and treatment.

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HSN 4.1. Identifies good health practices to maintain a clean, healthy, and sanitary environment.	HSN 4.2. Implements good health practices to maintain a clean, healthy, and sanitary environment.	HSN 4.3. Plans and evaluates policies and procedures for clean, healthy, and sanitary learning environments.	HSN 4.4. Provides professional development using current theory and research on commonly recognized standards and policies for health.
HSN 5.1. Describes universal precautions, first aid, medication administration, and CPR procedures and guidelines.	HSN 5.2. Implements and models best practices from policies and procedures outlined for universal precautions, first aid, medication administration, and CPR.	HSN 5.3. Plans, implements and monitors policies, procedures, and practices regarding universal precautions, first aid, medication administration, and CPR to ensure that staff is up to date.	HSN 5.4. Designs systems to ensure that equipment, supplies, and financial resources are available and on-site at all times to facilitate compliance with certification requirements in a variety of early childhood settings.
HSN 6.1. Explains daily routines for rest/sleep and physical activity/play as developmentally appropriate.	HSN 6.2. Maintains and models daily routines that have a balance of rest/sleep and physical activity/play as developmentally appropriate.	HSN 6.3. Plans, implements, and monitors policies, procedures, and practices to ensure that developing children have periods of rest/sleep and physical activity/play.	HSN 6.4. Builds systems and strategies that promote physical activity/play and its benefits, the importance of sleep and rest, and a balance between active and quiet activities to families, early childhood educators, and colleagues.

HSN 7.1. Articulates basics of established medical, nutritional, and physical care plans, including the use of assistive technology.	HSN 7.2. Implements medical, nutritional, and physical care plans, including plans for assistive technology. Collaborates with families, health care professionals, early interventionists, and other specialists to implement best practices for meeting diverse special medical care requirements of children.	HSN 7.3. Creates and monitors policies, procedures, and practices to ensure that all medical, nutritional, and physical care plans are fully implemented in partnership with families and specialists.	HSN 7.4. Collaborates with families, health care professionals, early interventionists, and other specialists to develop best practices for meeting the diverse special medical care requirements of children in early childhood settings.
HSN 8.1. Describes curriculum-based activities emphasizing the basics of nutrition, physical, and medical care.	HSN 8.2. Promotes and implements curriculum-based activities emphasizing the basics of nutrition, physical, and medical care.	HSN 8.3. Designs, implements, and monitors policies, procedures, and practices to ensure that all children have multiple opportunities to learn the basics of nutrition, physical, and medical care.	HSN 8.4. Builds systems and strategies that ensure that children have multiple opportunities to learn the basics of nutrition, physical, and medical care.
Safety HSN 9.1. Follows emergency plans and drills (e.g., fire, weather-related, and lockdown) including safety procedures for children with disabilities.	HSN 9.2. Implements current emergency procedures, drills, and safety practices including documentation of such practices; maintains an up-to-date list of community emergency contacts.	HSN 9.3. Analyzes and plans emergency preparedness procedures in collaboration with staff and community professionals and revises emergency preparedness procedures as needed.	HSN 9.4. Collaborates with families, emergency personnel, and the community to create policies, procedures, and best practices for emergency preparedness in early childhood settings.

HSN 10.1. Identifies simple safety precautions and rules for children and uses them consistently.	HSN 10.2. Maintains and implements safety precautions and rules in the learning environment through experiences for all children regardless of developmental level or disability.	HSN 10.3. Designs and monitors safety precautions and rules in the learning environment.	HSN 10.4. Designs professional development opportunities on incorporating developmentally appropriate safety practices into curricula based on the most current research on early childhood safety.
HSN 11.1. Articulates the importance of complying with ratio and group size requirements and alerts the appropriate supervisor/agency when they are out of compliance.	HSN 11.2. Implements and maintains appropriate ratios and group size requirements both indoors and outdoors on a daily basis; conducts frequent scans and counts to ensure that all children are present.	HSN 11.3. Creates and analyzes policies and procedures that maintain ratios and group size in accordance with recommended standards.	HSN 11.4. Evaluates and provides recommendations on designing early childhood environments including information on group size, ratios, and supervision based on the most current research and best practices.
HSN 12.1. Identifies safety requirements for all outdoor and indoor areas including the condition of equipment and materials and identification of potential hazards.	HSN 12.2. Models and implements safety requirements for all outdoor and indoor areas including the condition of the equipment and materials and identification of potential hazards.	HSN 12.3. Develops and monitors policies and procedures regarding safety and potential hazards.	HSN 12.4. Evaluates current research and best practices for safety in early childhood settings and builds systems and strategies according to best practice.

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	HSN 13.1 Describes the reporting process for suspected child abuse and neglect.	HSN 13.2. Implements state-mandated reporting requirements for suspected child abuse and neglect.	HSN 13.3. Plans annual professional development on mandated reporting policies, procedures, and best practices.	HSN 13.4. Creates recommendations and utilizes sources of program and community support to ensure that suspected child abuse and neglect is addressed in a timely and professional manner.
Nutrition	HSN 14.1. Describes safe and sanitary food handling procedures when purchasing, storing, preparing, and serving meals, snacks, breast milk, and formula.	HSN 14.2. Implements and models practices for safe and sanitary food handling procedures when purchasing, storing, preparing, and serving snacks, meals, breast milk, and formula.	HSN 14.3. Plans and monitors program policies, procedures, and best practices for safe and sanitary food handling.	HSN 14.4. Evaluates and makes recommendations on safe and sanitary food handling processes based on most current research and regulations.
	HSN 15.1. Identifies healthy and appropriate eating habits for children. Understands the role of culture in eating habits.	HSN 15.2. Models and maintains an environment that supports healthy eating habits by providing developmentally and culturally appropriate eating utensils and encourages self-help skills during meals and snacks.	HSN 15.3. Plans and monitors policies and procedures for creating and maintaining an environment that supports healthy eating habits for all children and staff.	HSN 15.4. Develops systems that support healthy food choices and habits within the developmental, family, and cultural context.
	HSN 16.1. Describes and models professional practices to ensure health hazards in meals and snacks (e.g., choking and allergies) are eliminated.	HSN 16.2. Implements professional practices to ensure that health hazards are eliminated during meals and snacks.	HSN 16.3. Works with families, early childhood educators, and consultants to develop policies in collaboration with families and other professionals	HSN 16.4. Evaluates and makes recommendations on nutritional policies to address the individual dietary requirements of all children; ensures

			that address the dietary requirements of children/adults in a manner that reflects family practices.	nutritional policies are in accordance with best practices.
	HSN 17.1. Defines ways to communicate with families about menus, children's eating patterns and amounts, mealtime skills and behaviors, family preferences, and diverse influences on food and eating habits as appropriate by age and situation.	HSN 17.2. Communicates with families about menus, children's eating patterns and amounts, and other issues around food and nutrition that are appropriate to diverse cultural backgrounds.	HSN 17.3. Plans support and resources for families regarding developmentally appropriate nutritional habits, fresh food, and healthful food choices.	HSN 17.4. Creates opportunities that address challenges related to food, nutrition, and meal time practices affecting children and their families, including diverse influences.
	HSN 18.1. Identifies the age-related nutritional needs of infants, toddlers, preschoolers, and school age children.	HSN 18.2. Implements and ensures meals and snacks that are nutritionally sound based on program policies, procedures, practices, development, and special needs of children.	HSN 18.3. Plans and monitors policies, procedures, and practices related to food and nutrition for compliance with nutritional guidelines and licensing requirements and makes changes as needed.	HSN 18.4. Evaluates and makes recommendations on nutrition policies, procedures, and practices based on the most current research and regulations.

CORE COMPETENCY DOMAIN: Professional Development and Leadership

Rationale: Early childhood educators who identify and conduct themselves as professionals play an important role in the growth, development, and learning of children. Early childhood educators see themselves as members of the larger community of specialized care and education professionals and have a full understanding of the context in which the
early childhood profession originated. Those working in the field adopt professional responsibilities, which include
adherence to ethical codes of conduct, advocacy, and the effective communication of the importance of high quality early childhood programming. The knowledge achieved in the profession is based on a foundation of research-based practices that is then implemented in all aspects of child, family, colleagues, and community involvement. Early childhood educators equipped with specialized education, training, and coaching/mentoring are better able to provide environments and experiences that support every aspect of a child's growth, development, and learning, including aspects related to a child's and family's diverse needs. Participation in advocacy efforts on behalf of children, families, and the profession are critical to advancing the knowledge regarding the importance of high quality early childhood experiences and subsequent public policies that support them.

Categories	Level 1	Level 2	Level 3	Level 4
Ethics & Codes of Conduct	Professional Development and Leadership (PDL) 1.1. Supports and implements program philosophy and begins to formulate own philosophy of education.	PDL 1.2. Describes a personal philosophy of early childhood professional practice informed by theory and research.	PDL 1.3. Models for and supports others as they formulate and articulate a philosophy of early childhood professional practice.	PDL 1.4. Provides professional development to develop and articulate a philosophy of early childhood professional practice.
	PDL 2.1. Identifies and explains the NAEYC Code of Ethics for Early Childhood Professionals and the difference between ethics and	PDL 2.2. Implements and applies the NAEYC Code of Ethics in all areas of practice.	PDL 2.3. Plans and implements guidelines around ethical and professional conduct in the workplace according to NAEYC Code of Ethics;	PDL 2.4. Builds systems that utilize the NAEYC Code of Ethics to support ethical practice in the workplace.

	personal values.		oversees ethical dilemmas to determine appropriate course of action.	
	PDL 3.1. Describes the importance of collaboration, confidentiality, and respect among all of the adults who work in early childhood settings.	PDL 3.2. Implements practices that demonstrate collaboration, respectful communication, and confidentiality of community stakeholders, staff, families, and volunteers.	PDL 3.3. Plans and monitors practices that demonstrate collaboration, respectful communication, and confidentiality of community stakeholders, staff, families, and volunteers.	PDL 3.4. Provides guidance, support, professional development, and coaching/mentoring to early childhood educators on collaboration, respectful communication, and confidentiality.
Reflective and Continuous Professional Development	PDL 4.1 Describes the components of and develops a personal professional plan, consulting with a coach, mentor, supervisor and/or director as is applicable.	PDL 4.2. Develops personal goals based on reflections of current education and practice articulated in a professional development plan.	PDL 4.3. Creates policies, procedures, and processes that fully utilize professional development plans for individual and team growth and program improvement.	PDL 4.4. Promotes, advocates for, and facilitates access to high quality professional development opportunities informed by professional development plans.
	PDL 5.1. Identifies professional resources at local, state and national level.	PDL 5.2. Uses local, state, and national professional resources to reflect on, evaluate, and improve professional practices.	PDL 5.3. Develops and analyzes policies, procedures, and practices that support utilizing professional resources.	PDL 5.4. Builds systems that promote the use of professional resources in early childhood practice.
	PDL 6.1. Identifies and participates in professional opportunities to increase knowledge to improve practices (i.e.,	PDL 6.2. Implements new learning gained in professional development opportunities (i.e., conferences, professional organizations, local	PDL 6.3. Plans and analyzes policies, procedures, and processes that support accessing professional development experiences.	PDL 6.4. Creates and advocates for professional development opportunities that reflect current needs in

conferences, professional organizations, local training opportunities, college courses).	training opportunities, college courses) to increase knowledge in current trends and research based practices.		the early childhood field.
PDL 7.1. Describes the symptoms of early childhood professional burnout and strategies to avoid it.	PDL 7.2. Implements strategies to avoid early childhood professional burnout.	PDL 7.3. Analyzes causes of and plans and monitors practices that will prevent and address early childhood professional burnout.	PDL 7.4. Builds systems that help early childhood professionals recognize and address early childhood professional burnout.
PDL 8.1. Articulates the importance of coaching/mentoring, identifies key role models and adjusts practices based on feedback from coaches/mentors.	PDL 8.2. Uses and provides supportive working relationships that include coaching/mentoring opportunities.	PDL 8.3. Plans and supports opportunities for staff to participate in coaching/mentoring efforts.	PDL 8.4. Develops professional development opportunities that include coaching/mentoring that support early childhood staff.
PDL 9.1. Describes the benefits of reflective practice and begins engaging in guided reflective practice.	PDL 9.2. Routinely participates in reflective practice activities.	PDL 9.3. Plans, monitors, and analyzes reflective practice activities.	PDL 9.4.Builds systems that support reflective practice activities in early childhood settings.
Advocacy	PDL 10.1. Describes basic advocacy skills.	PDL 10.2. Uses advocacy skills to increase awareness and/or promote change.	PDL 10.3. Designs and analyzes policies, procedures, and processes that support early childhood advocacy efforts.	PDL 10.4. Builds system that support early childhood advocacy efforts.

CORE COMPETENCY DOMAIN: Program Planning and Development

Rationale: Strong leadership is vital to high quality early childhood programs. Leaders who administer early childhood programs must have a solid foundation in organizational, personnel, and financial management. Sustaining a philosophical base with clear goals and objectives while striving for continuous quality improvement helps to ensure high quality programming for children and their families. An important responsibility of an early childhood program leader is to know and uphold rules, regulations, and high quality standards within the daily operations of the program. The ability to supervise and guide all staff in providing the best practices outlined within high quality standards is the stepping stone to quality. Leaders also work on developing strategic plans that consider aspects of program financing and collaborate with colleagues, community resources, and specialists who can lend support to ensure that aspects of the strategic plan
are administered and successful.

Categories	Level 1:	Level 2	Level 3	Level 4
Program Planning and Evaluation	Program Planning and Development (PPD) 1.1. Explains the value of and follows program policies and procedures.	PPD 1.2. Implements program policies and procedures.	PPD 1.3. Embeds policies and procedures into the program and routinely analyzes their effectiveness.	PPD 1.4. Builds systems that encourage the use of policies and procedures in early education settings.
	PPD 2.1. Understands and explains program goals and objectives and follows plans for daily activities.	PPD 2.2. Implements professional practices which support program goals and objectives.	PPD 2.3. Collaborates with colleagues, families, advisory boards/groups, and others to develop and implement policies and procedures that reflect program goals and objectives.	PPD 2.4. Provides professional development that supports the creation of program goals, objectives, policies, and procedures.

	PPD 3.1. Describes program risk management policies.	PPD 3.2. Implements practices that support program risk management policies.	PPD 3.3. Develops, implements, and monitors a program risk management plan and review system.	PPD 3.4. Collaborates with families, early childhood educators, and community stakeholders around issues of risk management and works to resolve issues.
	PPD 4.1. Describes benefits of the strategic planning process in an early childhood setting.	PPD 4.2. Participates in the strategic planning process.	PPD 4.3. Facilitates, develops, analyzes and monitors the strategic planning process, using relevant data wherever possible.	PPD 4.4. Builds systems that support the strategic planning process.
	PPD 5.1 Describes state and national standards that promote quality (e.g. Quality Rating and Improvement Systems, NAEYC Accreditation of Programs for Young Children).	PPD 5.2. Implements program self-assessment, evaluation activities, and improvement plans related to quality standards.	PPD 5.3. Develops and analyzes program policies, procedures, and practices that embed quality improvement efforts into all aspects of the program.	PPD 5.4. Engages in the development, implementation, and monitoring of quality standards at the local, state, and/or national level.
Personnel Management	PPD 6.1. Explains own job description and professional expectations of the organization.	PPD 6.2. Participates in new employee, including substitute caregivers, orientation.	PPD 6.3. Plans and analyzes new employee orientation.	PPD 6.4. Designs professional development opportunities using current theory, research and policy on staff orientation.

	PPD 7.1. Defines characteristics of a team member.	PPD 7.2. Supports new members of the team and models effective teamwork among colleagues, administrators, and volunteers.	PPD 7.3. Uses collaborative leadership and coaching techniques to facilitate effective teamwork.	PPD 7.4. Models best practice to early childhood programs.
	PPD 8.1. Describes the benefits of a positive working environment and contributes to a positive working environment in his/her program.	PPD 8.2. Plans for and participates in the creation of a positive working environment.	PPD 8.3. Creates and monitors policies, procedures and processes that create a positive working environment.	PPD 8.4. Provides professional development and mentoring using current theory and research related to positive working environments.
Resource Management	PPD 9.1. Reviews and demonstrates an understanding of the program's mission statement, goals, and philosophy.	PPD 9.2. Articulates the program's mission, goals, and philosophy to families and other professionals.	PPD 9.3. With input from stakeholders, coordinates the development of the mission statement, program goals, and philosophy. Reviews these periodically to make adjustments that reflect changes in the program's internal and external environment.	PPD 9.4. Builds systems that support the collaborative development of mission statements, program goals, and philosophy.
	PPD 10.1. Defines the program's public relations strategy.	PPD 10.2. Implements the public relations strategy.	PPD 10.3. Develops and monitors a program public relations or	PPD 10.4. Builds systems and strategies that support the collaborative

		marketing plan in collaboration with families, early childhood educators, community organizations, and businesses.	development of a public relations and marketing plan for early childhood.
PPD 11.1. Identifies personnel policies regarding salary and rates.	PPD 11.2. Describes personnel policies and procedures to new staff including substitute caregivers.	PPD 11.3. Develops and maintains a personnel budget and personnel salary scale.	PPD 11.4. Advocates for equitable wages and benefits in the early childhood profession and evaluates traditional and non-traditional resources to support compensation efforts.
PPD 12.1. Understands and implements program budget and planning as it applies to the classroom or child care setting.	PPD 12.2. Describes the budget plan and follows procedures and processes related to program budget.	PPD 12.3. Develops, monitors, and analyzes the program budget and begins to use additional financial management tools (e.g. income statements, balance sheets, cash flow analysis).	PPD 12.4. Provides guidance, support, and professional development on the development of business policies, procedures, and best practices that foster a system of checks and balances and effective budgeting and analysis.
PPD 13.1. Describes ways to use materials, supplies and equipment efficiently.	PPD 13.2.Uses materials, supplies, and equipment efficiently by maintaining an inventory of supplies, materials, and equipment.	PPD 13.3. Develops, and monitors a fiscal business plan that accounts for an adequate inventory of supplies, materials, and equipment.	PPD 13.4. Establishes relationships with multiple funding streams to support sound adequate resources, including resource sharing.

CORE COMPETENCY DOMAIN: Teaching Practices

Rationale: Early childhood educators are responsible for planning, implementing, and supporting intentional experiences that promote children's growth, development, and learning in all developmental domains. Understanding that children learn from a supportive physical and temporal environment, it is important that early childhood educators create opportunities where all children can play interactively, communicate, create, explore, and construct knowledge to better understand their world. Establishing a learning environment with regard for student perspectives and that honors all children's individual strengths, languages, needs, and reflects diversity also helps to build a responsive early childhood setting. Planning and implementing a curriculum that responds to the developmental needs of each child and allows children to construct knowledge, skills, concepts, attitudes, and dispositions through intentional experiences enhances the learning environment.

Categories	Level 1	Level 2	Level 3	Level 4
Planning Framework for Curricula and Learning Environment	Teaching Practices (TP) 1.1. Describes strategies to support learning for all children including English language learners (e.g., scaffolding, the use of feedback loops, and concept development through real world examples and strategic use of the child's home language).	TP 1.2. Plans and implements intentional instruction for daily opportunities that incorporate instructional strategies to support learning for all children (e.g., scaffolding, the use of feedback loops, and concept development through real world examples, strategic use of the home language).	TP 1.3. Plans, monitors, and evaluates instructional strategies that encourage child growth, development, and learning.	TP 1.4. Provides guidance, support, and professional development on topics specific to instructional supports and articulates the results of assessment to families and appropriate professionals for the purpose of program planning, student referral, and in the design of formal student plans.

TP 2.1. Identifies examples for maximizing learning experiences by supporting classroom organization (e.g., maximizing learning time	TP 2.2.Plans and organizes the classroom to maximize growth, development and learning through intentionally planning learning throughout the	TP 2.3. Plans, monitors, and evaluates classroom organization procedures to maximize child growth, development, and learning.	TP 2.4. Provides guidance, support, and professional development on strategies to organize the classroom environments and management strategies to

and daily transitions, use of a variety of modalities and materials to promote learning, and establishing clear expectations).	day, use of a variety of modalities and materials to promote learning, and establishing clear expectations that accommodate and make adaptations for all children.		promote child growth, development, and learning.
TP 3.1. Identifies materials that reflect and demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.	TP 3.2. Plans, selects, and uses materials and learning opportunities that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.	TP 3.3. Plans and evaluates materials for all age levels to ensure that they reflect a wide range of cultures and special needs, including those represented within the community.	TP 3.4. Provides and advocates in a leadership role for families, early childhood educators, and community stakeholders; implements professional development on the importance of providing learning opportunities in early childhood settings that reflect the needs of the community.

	TP 4.1. Follows procedures around classroom curriculum-based observation and documentation of children's development.	TP 4.2. Implements and monitors curriculum- based learning opportunities and learning opportunities in the classroom.	TP 4.3. (a). Plans and evaluates curriculum-based learning opportunities in the classroom to meet the needs of all children.	TP 4.4. (a). Evaluates and designs curricula and curricula frameworks based on observable child data and current research on child development.
			TP 4.3. (b). Plans and monitors curriculum models based on evidence of positive climate, teacher	TP 4.4 (b). Provides support and professional development on program curriculum development
			sensitivity, and regard for children with varied abilities and focus.	and the implementation of curriculum- based learning opportunities including family-child learning opportunities to promote learning in the home.
	TP 5.1. Describes program transition steps and practices and how these connect to the comprehensive well- being of children.	TP 5.2. Implements the program transition practices and offers feedback to team members for needed adjustments.	TP 5.3. Creates policies and procedures and plans specific program transition activities to support the developmental needs of children and make adjustments as necessary.	TP 5.4. Builds systems to support program transitional processes and practices in order to sustain and build child growth and development.

	TP 6.1. Discusses with team any ideas and questions that will affect communication between sending and/or receiving programs in order to strengthen the relationship and program transition activities.	TP 6.2. Provides information about program and children that will facilitate the relationships being established between programs.	TP 6.3. Establishes and maintains policies, procedures, and processes that support the relationship between sending and receiving programs.	TP 6.4. Advocates and provides professional development around the importance of building cross-program relationships that support program transition activities.

Physical Health Promotion	TP 7.1. Identifies a variety of equipment, learning opportunities, and experiences to promote the physical development of all children.	TP 7.2. Plans and organizes classroom space and uses equipment for all children to explore and promote physical development.	TP 7.3. Plans, monitors, and evaluates and recommends equipment, physical development opportunities, and use of space to promote physical development within the child's natural settings.	TP 7.4. Creates and provides early childhood settings that promote and advocate for child and staff development using knowledge of current research on physical development.
	TP 8.1. Describes learning opportunities for all children that integrate physical development within all curriculum areas, outdoors and indoors, and using both fine and gross motor skills.	TP 8.2. Plans and implements learning opportunities for all children that integrate physical development into all other curriculum areas.	TP 8.3.Plans, monitors, and evaluates program curriculum for integration of daily routines and learning opportunities that promote physical development for all children.	TP 8.4. Designs and implements professional development opportunities using current theory and research on promoting physical development and health for all children.

	TP 9.1. Identifies adaptations of physical learning opportunities for children with special needs.	TP 9.2. Adapts learning opportunities for children with special needs.	TP 9.3. Plans alternative methods for learning for children with limited mobility or other physical disabilities. Uses resources within the community to enhance learning opportunities.	TP 9.4. Builds systems that support alternative methods for learning for children with limited mobility or other physical disabilities; uses resources within the community to enhance learning opportunities.
Physical Proximity and	TP 10.1. Establishes a close physical proximity to children fostering a	TP 10.2. Implements social conversations and engages children with positive	TP 10.3. Plans for physical health and development by ensuring positive	TP 10.4. Designs professional development opportunities to embed

Engagement	warm emotional connection.	interactions, reciprocal interactions, and peer connections. When possible uses child's home language during interactions.	reciprocal interactions, enthusiasm, eye contact, and body orientation. Adapts interactions based on knowledge of family cultural practices.	positive climate into the classroom environment and curriculum.
Language and Literacy Promotion *Reference: Colorado Early Learning and Development Guidelines*	TP 11.1. Identifies strategies that support children in communicating their thoughts and feelings both verbally and non-verbally in any language.	TP 11.2. Models communication strategies when talking with and listening to children; engages in verbal and non- verbal communication including children with varying abilities and home languages.	TP 11.3. Plans, monitors, and evaluates curricula and teaching approaches that stimulate development in communication, both verbal and non-verbal.	TP 11.4. Evaluates and creates developmentally appropriate practices which promote communication skills in early childhood settings in collaboration with families, early childhood educators, community agencies and specialists.
	TP 12.1. Identifies the differences between and responds appropriately to typical and atypical communication and language development.	TP 12.2. Utilizes planned instructional strategies that promote communication and language development with students experiencing atypical development.	TP 12.3. Plans learning opportunities and curriculum to promote communication and language development in early childhood and home settings for all children, including those who are experiencing atypical development and those who do not speak English.	TP 12.4. Recommends, in collaboration with families and other professionals, adaptations to curriculum learning opportunities and experiences to meet the individual language and literacy needs of each child.

TP 13.1. Lists and supports the incorporation of a variety of developmentally appropriate songs, books, and games which reflect native and diverse languages.	TP 13.2. Incorporates, songs, books, and games that reflect native languages and linguistically diverse routines and learning opportunities.	TP 13.3. Plans, monitors, and evaluates strategies to support dual language learners and promote understanding of how oral and written vocabularies develop in first and second language learners.	TP 13.4. Creates professional development opportunities using current research and best practices around strategies for dual language acquisition in young children.
TP 14.1. Enforces the value of preserving the child's home language and culture.	TP 14.2. Plans and monitors learning opportunities that foster English oral language development while honoring and supporting the use of home language and culture.	TP 14.3. Plans and evaluates learning opportunities which value the child's home language and culture.	TP 14.4. Creates professional development opportunities using current theory and research on emerging trends in language acquisition, development, and early literacy.
TP 15.1. Identifies strategies to encourage children to communicate with each other and with adults in both English and home languages. Examples include: ☐ Frequent conversations (serve and return interaction) ☐ Open-ended questions	TP 15.2. Effectively engages children by applying knowledge of individual children's interests, child development, curricula, and the Early Learning and Development Guidelines. Strategies include guided exploration, building vocabulary, and learning activities combining literature, science, math and social studies.	TP 15.3. Plans and evaluates intentional learning opportunities that promote children's communication with one another and adults throughout the day using strategies such as repetition and extension, self and parallel talk and advanced language.	TP 15.4 Advocates for and provides guidance to stakeholders and programs to support alignment with current theories and research on effective early language and literacy development.

	TP 16.1 Identifies atypical language development not being addressed with multi-tiered intervention.	TP 16.2. Plans and monitors multi-tiered intervention, i.e., universal, targeted, and intensive.	TP. 16.3 Understands and connects the purposes of different kinds of language development assessments (i.e., screening, progress, diagnostic, and outcomes) and implements opportunities to provide families with viable options.	TP. 16.4 Creates an environment where professionals can learn how to select, administer, and interpret valid and reliable classroom screening and monitoring measures to make sound instructional decisions.
	TP 17.1. Identifies and participates in established developmentally appropriate daily learning opportunities to support language and literacy development.	TP 17.2. Plans and assures daily interactive reading aloud of appropriate quality children's literature and book reading to support learning in all curriculum areas including a print-rich environment in which print is used for authentic purposes. When possible, reading activities are conducted in child's home language.	TP 17.3. Plans, monitors, and evaluates curriculum consistent with current theories of language acquisition, literacy development, and independent reading.	TP 17.4. Advocates for the importance of language and literacy development through collaborating with other local literacy groups to sponsor events and consumer education to build awareness about the importance of language and literacy development.

TP 18.1. Recognizes that children learn conventions of print through authentic use and exploration of its function.	TP 18.2. Plans and organizes daily opportunities for children to read and write for authentic and meaningful reasons, i.e., to communicate, to convey information, to record and share meaningful information; in socio-dramatic and block play and with environmental print throughout the program.	TP 18.3. Plans, monitors, and evaluates curriculum for alignment with current NAEYC position statements, research, and developmentally effective practice of language acquisition and early literacy development.	TP 18.4. Advocates for and/or provides professional development to support rich and authentic classroom literacy experiences which effectively support young children's literacy development in a variety of modalities.
TP 19.1. Recognizes and participates in meaningful literacy experiences that support children's development of phonological and phonemic awareness, concepts of print, alphabetic principle and phonics, vocabulary development and comprehension.	TP 19.2. Plans engaging and developmentally effective, intentional and systematic literacy experiences that support children's development of phonological and phonemic awareness, concepts of print, alphabetic principle and phonics, vocabulary development and comprehension.	TP 19.3. Supports, monitors, and evaluates the delivery of literacy curriculum for alignment with current theories, research, and developmentally effective practices of early reading development.	TP 19.4. Advocates for and provides guidance to stakeholders and programs seeking alignment with current theories and research on effective early language and literacy development, including early reading.

Cognitive Development Promotion *Reference: Colorado Early Learning and Development Guidelines*	Mathematics TP 20.1. Identifies mathematical language to use with children during daily routines (e.g., bigger than, as many as, more than, round, or flat).	Mathematics TP 20.2. Uses intentional mathematical language with children during daily learning opportunities (e.g., bigger than, as many as, more than, round, or flat).	Mathematics TP 20.3 Plans, reviews, and evaluates developmentally appropriate learning opportunities that support the beginning understanding of: • Numbers, quantity, grouping, and ordering • Changes in structure, shape, and size • Measuring learning opportunities.	Mathematics TP 20.4 Creates professional development opportunities using current theory and research on strategies to promote mathematical thinking in the young child.

TP 21.1. Describes experiences for children to explore, group, and order objects and materials in the environment.	TP 21.2 Implements mathematical learning opportunities that support the beginning understanding of: Numbers, quantity, grouping and ordering Changes in structure, shape, and size Measuring learning opportunities.	TP 21.3 Plans and monitors developmentally appropriate learning opportunities formed at school that can be practiced at home related to understanding of: Numbers, quantity, grouping, and ordering Changes in structure, shape, and size Measuring learning opportunities.	TP 21.4 Evaluates and designs developmentally appropriate learning opportunities formed at school that can be practiced within the home related to the understanding of: Number and quantity Changes in structure, shape, and size Measurement.
TP 22.1. Defines strategies in which children can develop math concepts.	TP 22.2 Selects learning opportunities which can be used within the school environment related to the understanding of : - Numbers, quantity, grouping, and ordering - Changes in structure, shape, and size - Measuring learning opportunities.	TP 22.3. Plans and assesses instructional opportunities to support math skills to connect ideas, develop logical and abstract thinking, and to question, analyze, and understand the world around them.	TP 22.4. Creates developmentally appropriate learning opportunities to embed math into routines, schedules, and daily transitions.

Technology: TP 23.1. Identifies and explains current best practices on the use of technology in the classroom.	Technology: TP 23.2 Implements and applies current best practices on the use of technology in all areas of the classroom.	Technology: TP 23.3. Plans and implements guidelines around current best practices on the use of technology by children and staff.	Technology: TP 23.4. Creates professional development opportunities using current theory and research on best practices on the use of technology in early childhood settings.
Science TP 24.1. Identifies learning opportunities and materials that support scientific thinking and inquiry (e.g., collecting, comparing, investigating, problem-solving, predicting, observing, exploring, documenting).	Science TP 24.2 Plans and monitors experiences that foster: - Scientific thinking and inquiry - Active exploration of materials in the environment - Active exploration of the natural outdoor environment.	Science TP 24.3. Plans, assesses, and evaluates developmentally appropriate learning opportunities that support the beginning understanding of: - Scientific thinking and inquiry - Active exploration of materials in the environment - The exploration of the natural outdoor environment.	Science TP 24.4 Creates professional development opportunities using current theory and research on strategies to promote scientific knowledge and inquiry in early childhood settings.
TP 25.1. Defines opportunities for children to ask questions and find answers through active	TP 25.2. Plans and monitors strategies for science and nature exploration in response to children's	TP 25.3 Evaluates developmentally appropriate learning opportunities that can be	TP 25.4. Designs developmentally appropriate learning opportunities that can be

exploration of materials in the environment.	emerging interests.	practiced within the home environment related to understanding of: • scientific thinking and inquiry • active exploration of materials in the environment • the exploration of the natural outdoor environment	practiced within the home related to the understanding of: • scientific thinking and inquiry • active exploration of materials in the environment • the exploration of the natural outdoor environment
Social Studies TP 26.1. Identifies experiences in which children can describe and appreciate their own physical, language, and cultural characteristics and those of others.	Social Studies TP 26.2. Plans and monitors learning opportunities that foster an understanding of: • past, present, and future • creating maps of the school and their community • a wide variety of cultures and languages • differences in family and community member roles, jobs, and rules in various cultures.	Social Studies TP 26.3. Evaluates developmentally appropriate learning opportunities that can be practiced at home related to understanding of: • past, present, and future • creating maps of the school and their community • a wide variety of cultures and languages • differences in family and community member roles, jobs, and rules in various cultures.	Social Studies TP 26.4. Creates professional development opportunities using current theory and research on strategies to promote social studies.

TP 27.1. Discusses the value of children's play relating to role play and rules and jobs within the community.	TP 27.2. Plans and monitors learning opportunities that foster conceptual knowledge of the physical world and the understanding of naturally occurring relationships.	TP 27.3. Evaluates developmentally appropriate learning opportunities that support the beginning understanding of: • past, present, and future • creating maps of the school and their community • a wide variety of cultures • differences in family and community member roles, jobs, and rules in various cultures.	TP 27.4. Collaborates with partners in the community to arrange opportunities for children and families to work on community projects (e.g., community garden, helping with a community event).
TP 28.1. Identifies logical relationships to promote questions and curiosity in children about why things happen in the world around them to include family, neighborhood, and community.	TP 28.2. Plans and implements strategies for children to expand their world around them and their place in it to include family, neighborhood, and community.	TP 28.3. Evaluates learning opportunities to foster children's development from their own wants and needs to begin forming relationships outside of their families and exploring the world around them.	TP 28.4. Creates opportunities for community leaders and members to become involved in their neighborhood early childhood programs.

Social-Emotional Development Promotion	TP 29.1. Describes the effects of stress, separation, and transition on children's social and emotional development.	TP 29.2. Implements appropriate guidance strategies, including relationship based practices, to help children develop socially and emotionally and to mitigate the effects of stress, separation and transition.	TP 29.3. Evaluates physical and temporal environments (i.e., scheduling and pacing) and learning opportunities that foster children's social and emotional development. Plans and monitors a research based social emotional program.	TP 29.3. Develops and implements strategies in collaboration with families and other professionals in the community to foster positive social and emotional professional development learning opportunities.
	TP 30.1. Defines intentional teaching and responsive care giving.	TP 30.2. Intentionally plans management and supervision strategies for children to prevent challenging behaviors and promote positive behaviors.	TP 30.3. Evaluates learning opportunities that use intentional teaching strategies and the expansion of positive social and emotional skills.	TP 30.4. Creates professional development opportunities to demonstrate and promote intentional teaching and responsive care giving strategies.
	TP 31.1. Identifies strategies for children to express empathy and respect for others.	TP 31.2. Demonstrates behavior that illustrates empathy and mutual respect among children and families.	TP 31.3. Evaluates environment and learning opportunities which encourage children to include others while respecting other children's personality and temperament.	TP 31.4. Develops curricula that promote social and emotional development and positive approaches to learning using knowledge of social and emotional development.
	TP 32.1. Describes strategies for helping	TP 32.2. Plans and monitors learning opportunities and	TP 32.3. Creates and evaluates policies,	TP 32.4. Provides research-based professional

children to develop age-appropriate understanding of emotions in themselves and others and appropriate ways of verbally and nonverbally communicating and responding to them.	provides materials to help children understand, acquire, and use verbal and nonverbal means of communicating and responding to thoughts and feelings in an adaptive way.	procedures, and practices that support opportunities for children to develop age-appropriate understanding of emotions in themselves and others and appropriate ways of verbally and nonverbally communicating and responding to them.	development opportunities about daily experiences and routines to help children develop age-appropriate understanding of emotions in themselves and others and appropriate ways of verbally and nonverbally communicating and responding to them.
TP 33.1. Identifies strategies to promote positive self-concept and identity in children.	TP 33.2.Plans and monitors experiences and strategies that help children feel like valued members of the group while supporting the development of a positive self-concept and identity.	TP 33.3. Plans, monitors, and evaluates an environment and learning opportunities that allow children to develop and grow in their relationships and support development of a positive self-concept.	TP 33.4. Creates professional development opportunities about the importance of creating environments where children are supported in the development of self-concept and establishing relationships.
TP 34.1. Identifies strategies that develop self-help and problem-solving skills.	TP 34.2. Models effective problem-solving and conflict resolution (i.e. self regulation, emotional literacy and reciprocal communication).	TP 34.3. Plans and evaluates strategies that promote problem-solving and conflict resolution for children and adults using evidence based strategies.	TP 34.4. Advocates, both in early childhood settings and in the community, for the promotion of problem-solving and conflict resolution skills in early childhood. Promotes a keen awareness of current issues and trends, legal issues including

			procedural safeguards, legislation, and other public policies affecting early childhood professionals.
	TP 35.1. Identifies environments and experiences that optimize children's social- emotional development.	TP 35.2. Plans and provides physical environments, schedules, and daily routines that foster a child's social-emotional development and provide continuity of care.	TP 35.3 Evaluates methods of learning that foster children's social-emotional development and provide continuity of care.	TP 35.4. Designs early childhood settings that promote continuity of care in collaboration with families, early childhood educators, and community stakeholders.
	TP 36.1. States the impact of culture, language, and diversity on children's social and emotional development.	TP 36.2 Plans, monitors, and communicates to staff and families the impact of culture, language, and diversity on social and emotional development.	TP 36.3. Accounting for the role of diversity, is able to identify atypical social and emotional development; evaluates and initiates appropriate referral strategies that are sensitive and responsive to diverse needs.	TP 36.4. Collaborates with other community resources and services to implement advocacy for developmentally appropriate settings and supports that are responsive to children and families needing social, emotional, and/or behavioral assistance.
Fostering Creativity	TP 37.1. Identifies how diversity may affect children's ways of expressing themselves creatively.	TP 37.1. Plans and monitors learning opportunities to develop an appreciation for creative and aesthetic experiences within the community, including	TP 37.3. Evaluates learning opportunities that incorporate aesthetic experiences from the community and other cultures into the curricula.	TP 37.4. Advocates for the incorporation of aesthetic and cultural learning opportunities and environments in early childhood settings.

	diverse creative expression.		
	TP 38.1. Describes benefits of spontaneous and extended interactive peer and solitary play opportunities.	TP 38.2. Embeds learning opportunities that allow children the time and space to participate in spontaneous and extended interactive peer and solitary play based on their interests.	TP 38.3. Evaluates and implements learning opportunities which demonstrate the importance of interactive peer and solitary play in children's daily experience and in the program's curriculum	TP 38.4. Advocates for the promotion and benefits of interactive peer and solitary play in early childhood settings.
	TP 39.1 Identifies open-ended materials which encourage creativity; describes how the process of creating is more important than the end product.	TP 39.2. Plans and monitors learning opportunities and provides materials for children to express their creativity through music, movement, dramatic play, visual arts, construction, storytelling, blocks, sand and water play.	TP 39.3. Evaluates learning opportunities in music, movement, dramatic play, visual arts, construction, storytelling, blocks and water play which encourage creativity.	TP 39.4. Collaborates with families and community members to bring the creative arts into the program.
	TP 40.1. Describes opportunities for children to use a variety of media for creative learning opportunities in language, music, dramatic play, and art.	TP 40.2. Plans and monitors time, materials, and space to explore and experiment with creative expression in multiple media.	TP 40.3. Evaluates and communicates to others the process for developing curricula that promote creative expression.	TP 40.4. Advocates for the promotion of incorporating creative expression into early childhood curricula.
How Children	TP 41.1. Identifies how	TP 41.2. Plans and monitors	TP 41.3. Sets goals for	TP 41.4. Develops

Learn and Approaches to Learning	interactive peer play provides opportunities for children to grow and learn as well as how play may differ depending on the developmental abilities of the children.	diverse opportunities that promote developmental outcomes children attain through interactive peer play (e.g., painting on an easel helps children practice fine motor skills).	curricula planning that supports child growth, development, and learning and evaluates interactive peer play and other opportunities.	professional development opportunities using current theory, policies, and research on interactive peer play and responsive environments.
	TP 42.1. Identifies the connection between the appropriate learning standards/guidelines and typical child growth and development.	TP 42.2. Provides supportive practices in the learning standards/guidelines that are adapted based on children's typical development.	TP 42.3. Plans and evaluates opportunities within the program to share information with families, staff and colleagues about typical developmental domains and their relationship to learning standards/guidelines for young children.	TP 42.4. Participates in local, state, and national efforts around learning standards/guidelines for young children.
	TP 43.1. Defines strategies for children both in the classroom and at home to explore multi-sensory experiences.	TP 43.2.Plans and monitors learning environments and experiences that actively engage children in multi-sensory exploration and discovery.	TP 43.3. Evaluates environments and experiences that allow children to actively explore and discover the world around them both inside and outside.	TP 43.4. Provides professional development opportunities using current theory and research on learning environments and various teaching approaches that encourage active exploration and discovery.
	TP 44.1. Describes the importance of developing a child's approach to	TP 44.2. Implements activities that encourage the development of	TP 44.3. Plans and analyzes policies, procedures and practices	TP 44.4. Builds systems that support the development of

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	learning (i.e. attentiveness, curiosity, initiative, cooperation, persistence, and reasoning) and supports activities that foster this development.	positive approaches to learning.	that promote the development of positive approaches to learning.	approaches to learning.
Knowledge of Productivity	TP 45.1. Explains the value of flexible schedules, routines, and daily transitions to meet the individual needs of the children.	TP 45.2. Creates a developmentally appropriate schedule that includes a balance of learning opportunities that are child- and teacher- directed, active and quiet, individual and group, and outdoor and indoor.	TP 45.3. Evaluates and assesses policies, procedures, and best practices related to developmentally appropriate schedules, routines, and daily transitions.	TP 45.4. Provides guidance, support, and professional development on designing schedules, routines, and daily transitions that consider children's growth, development, and learning.

Appendix A. Alignment with other Colorado Initiatives

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
CGDL: Knowledge of Developmental Domains, Stages, and Milestones	3.1. Knowledge of Developmental Science	Child Development: Terms, Definitions, and Principles Child Development: Theories and Influences	Theoretical Foundations	Learning Environment: Curriculum Equipment and Materials	ECE 101 (b)(c) ECE 102 (a) ECE 111 (a)(e) ECE 220(c)(d)(g)(h) ECE238(a)(c)(d)(e)(f) ECE 240 (d) ECE 241 (a)(d) ECE 260 (a)	Cognitive Development Language and Literacy Development Emotional Development Social Development Physical Development and Health

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
CGDL: How Children Learn and Approaches to Learning	3.1. Knowledge of Developmental Science	Child Development Terms, Definitions, and Principles	Theoretical Foundations	Learning Environment: Curriculum	ECE 101 (e) ECE 102 (c) ECE 111 (a)(e) ECE 220 (d)(e)(f) ECE 240 (d) ECE 241 (a)(d)	Approaches to Learning
CGDL: Individual Needs and Differences	1.1. Alignment with Academic Standards and Individual Needs 2.2.Value Students as Individuals 2.3.Teaching Adaptations to Benefit All Students 3.1. Knowledge of Developmental Science 3.3. Instructional Methods	Responsive Child-Focused Supports and Practices: Understanding and Exploring Social-emotional Behavior	Theoretical Foundations	Learning Environment: Curriculum	ECE 101 (e)(g) ECE 102 (c) ECE 103 (c) ECE 111 (a)(e)(g)(l) ECE 220 (c)(d)(e) ECE 238 (b)(d) ECE 240 (d) ECE 241 (a) ECE 260 (a)	Cognitive Development Language and Literacy Development Emotional Development Social Development Physical Development and Health

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
CGDL: Identified Special Needs	2.3. Teaching Adaptations to Benefit All Students			Learning Environment: Curriculum	ECE 101 (g) ECE 102 (f) ECE 103 (h) ECE 111 (h)(l) ECE 220 (e) ECE 238 (f) ECE 240 (d) ECE 260 (b)(c)(d)	Cognitive Development Language and Literacy Development Emotional Development Social Development Physical Development and Health
CGDL: Fostering Healthy Attachments and Relationships		Risk and Resilience: Nurturing Protective Factors and Building Resilience	Direct Service Skills	Child Health Promotion: Social-Emotional Health		Emotional Development Social Development

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
HSN: Knowledge of Regulations				Child Health Promotion: Health and Safety Reviews	ECE 101 (d) ECE 111 (d) ECE 205 (c)(d)(f) ECE 240 (a)(d)	Physical Development and Health
HSN: Health			Direct Service Skills	Child Health Promotion: Health	ECE 111 (d)(f) ECE205 (a)(c)(d)(e)(h) (j)(l) ECE 240 (a)(d)	Physical Development and Health
HSN: Safety			Direct Service Skills	Child Health Promotion: Health and Safety Reviews	ECE 205(c)(d)(e)(g)(h) ECE 240(a)(d)	Physical Development and Health
HSN: Nutrition				Child Health: Nutrition	ECE 111 (d) ECE 205 (a)(b)(c)(h)(l) ECE 240 (a)(d) ECE 241 (a)	Physical Development and Health

Competencies for Early Childhood Educators and Directors	Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
TP: Planning Framework for Curricula and Learning Environment	1.1. Alignment with Academic Standards and Individual Needs 1.2. Knowledge of Content, Concepts, Inquiry, and Structures 1.3. Interconnectedness of Content and Disciplines 2.2. Commitment and Respect for Diversity 3.1. Knowledge of Developmental Science 3.2. Planning of Appropriate Learning Experiences 3.3. Instructional Methods 3.4. Use of Technology		Direct Service Skills	Learning Environment: Curriculum Learning Environment: Equipment and Materials	ECE 102(c) ECE 103(h) ECE 111(g) ECE 220(c)(d)(g) ECE 240(d) ECE 241(a)	Approaches to Learning

Competencies for Early Childhood Educators and Directors	Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
TP: Physical Health Promotion			Direct Service Skills	Child Health Promotion: Health	ECE 102(c) ECE 103(h) ECE 111(e)(g) ECE 205(g) ECE 220(d)(g) ECE 240(d) ECE 241(a) ECE 260(d)	Physical Development and Health
TP: Language and Literacy Promotion	3.7. Teachers Communicate Effectively		Direct Service Skills		ECE 101(b)(d) ECE241 (a) ECE 102 (a)(c) ECE 260(a) ECE 103(g) ECE 111(b)(g) ECE 220(c)(d)(e)(g) ECE 238(c)(f) ECE 240(d)	Language and Literacy Development

Competencies for Early Childhood Educators and Directors	Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
TP: Cognitive Development Promotion	3.5. Instruction for Critical Thinking and Problem-Solving 6.2. High Levels of Student Growth in Skills Necessary for Postsecondary Life		Direct Service Skills		ECE 101(e)(g)(h) ECE 102(c)(d)(g) ECE 103(a)(b)(c)(d)(g)(f)(I) ECE 111(e)(g) ECE 220(c)(d)(g) ECE 240(d) ECE 241(a)(d)(f)	Cognitive Development

Competencies for Early Childhood Educators and Directors	Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
TP: Social-Emotional Development Promotion	2.1. Fostering Positive, Nurturing Relationships in a Respectful Environment 3.6. Opportunity to Work in Teams and Development of Leadership Skills 6.2. High Levels of Student Growth in Skills Necessary for Postsecondary Life	Responsive Child-Focused Supports and Practices: Professional Relationships to Promote Responsive Child-Focused Support Responsive Verbal and Non-verbal Communication Responsive Child-Focused Supports and Practices: Understanding and Exploring Social-Emotional Behavior	Direct Service Skills	Child Health Promotion:Social-Emotional Health	ECE 101(e)(g)(h) ECE 102(c)(d)(g) ECE103 (a)(b)(c)(d)(f)(g)(l) ECE 111(e) ECE 220(c)(d) ECE 238(d) ECE 240(d) _____ ECE241(a)(d)(f) ECE 101(e)(g) ECE 102(c) ECE 103(d) ECE	Emotional Development Social Development
TP: Fostering Creativity	3.5. Instruction for Critical Thinking and Problem Solving				111(g) ECE 220(c)(d)(g) ECE 240(d) ECE 241(a)(d)	Cognitive Development

Competencies for Early Childhood Educators and Directors	Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
TP: Fostering Creativity	3.5. Instruction for Critical Thinking and Problem Solving				ECE 101(e)(g) ECE 102(c) ECE 103(d) ECE 111(g) ECE 220(c)(d)(g) ECE 240(d) ECE 241(a)(d)	Cognitive Development
G: Positive Interactions and Relationships with Children	2.1. Fostering Positive, Nurturing Relationships in a Respectful Environment	Responsive Child-Focused Supports and Practices: Child-focused Strategies and Approaches Responsive Child-Focused Supports and Practices: Professional Relationships to Promote Responsive Child-Focused Support Responsive Verbal and Non- verbal Communication	Direct Service Skills	Child Health Promotion: Social-Emotional Health Learning Environment: Ratios, group Size and Continuity of Care	ECE 101(j) ECE 102(b)(c)(d) ECE 103(a)(b)(c)(d) ECE 111(b)(g) ECE 240(d) ECE 241(a) ECE 260(d)	Emotional Development Social Development

Competencies for Early Childhood Educators and Directors	Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
G: Positive Interactions and Relationships with Children	2.1. Fostering Positive, Nurturing Relationships in a Respectful Environment	Responsive Child-Focused Supports and Practices: Child-focused Strategies and Approaches Responsive Child-Focused Supports and Practices: Professional Relationships to Promote Responsive Child- Focused Support Responsive Verbal and Non-verbal Communication	Direct Service Skills	Child Health Promotion: Social-Emotional Health Learning Environment: Ratios, group Size and Continuity of Care	ECE 101(j) ECE 102(b)(c)(d) ECE 103(a)(b)(c)(d) ECE 111(b)(g) ECE 240(d) ECE 241(a) ECE 260(d)	Emotional Development Social Development
G: Child Guidance: Discipline and Communication	2.1. Fostering Positive, Nurturing Relationships in a Respectful Environment	Responsive Child-Focused Supports and Practices: Child-focused Strategies and Approaches		Child Health Promotion: Social-Emotional Health	ECE 101(e)(h)(j) ECE 102(d)(e) ECE103(c)(e)(g)(h)(l) ECE 111(b)(c)(e) ECE 220(c) ECE2 Xd) ECE 241(a)	Emotional Development Social Development

Competencies for Early Childhood Educators and Directors	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
G: Guidance and the Role of Staff with Other Adults	2.1. Fostering Positive, Nurturing Relationships in a Respectful Environment	Responsive Child-Focused Supports and Practices: Professional Relationships to Promote Responsive Child-Focused Support: Other Professional Relationships	Working with Others	ECE2 Xd) I ECE 241(a)	ECE 101(d)(e)(h) ECE 102(d)(f)(g) ECE 103(g)(h)(l) ECE 111(b)(e)(1) ECE 240(d) ECE 241(a)(f)(g)	Emotional Development Social Development
G: Enhancing Group Experiences	2.1. Fostering Positive, Nurturing Relationships in a Respectful Environment 3.6. Opportunity to Work in Teams and Development of Leadership Skills			Learning Environment: -Curriculum -Ratios, Group Size and Continuity of Care -Equipment and Materials	ECE 101(d)(e) ECE 102(d) ECE 103(g)(h)(l) ECE 111(b)(e) ECE 240(d)	Emotional Development Social Development

Competencies for Early Childhood Educators and Directors	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
PDL: Ethics and Codes of Conduct	5.4. Demonstration of High Ethical Standards	Professionalism: Ethics and Confidentiality Professionalism: Scope of Practice/ Boundaries Interdisciplinary Collaboration: Collaborating with Other Early childhood educators	Law, Regulation, and Agency Policy		ECE 101(h) ECE 102(g) ECE 111(l) ECE 240(b)(c)(d) ECE 241(g)	

Competencies for Early Childhood Educators and Directors	Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
PDL: Reflective and Continuous Professional Development	4.1. Analyze Student Learning an Apply to Improve Practice 4.2. Link Professional Growth to Professional Goals 4.3. Functioning in a Complex, Dynamic Environment 5.1. Leadership in Schools 5.2. Lead the Teaching Profession 6.3. Evidence to Evaluate Practice	Professionalism: Professional and Personal Development	Reflection	Workforce Qualifications and Professional Development Professional Development Planning On-Going Professional Development	ECE 101(l) ECE 111(f) ECE 240(a)(b)(c) ECE 241(e)(f)	
PDL: Advocacy	5.2. Lead the Teaching Profession 5.3. Advocacy 6.1. High Levels of Student Growth in Academic Achievement	Professionalism: Advocacy	Law, Regulation, and Agency Policy	Workforce Qualifications and Professional Development: Professional Development Planning On-Going Professional Development	ECE 101(l) ECE 241(f)	

Competencies for Early Childhood Educators and Directors	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
COA: Principles	3.3. Instructional Methods 3.8. Assessment 6.1. High Levels of Student Growth in Academic Achievement	Responsive Child-Focused Supports and Practices: Screening/Assessment	Theoretical Foundations Direct Service Skills	Learning Environment: Assessment	ECE 102(b)(c)(g)(j) ECE 111(c)(h) ECE 220(e) ECE 238(g)(h) ECE 240(d) ECE 260(c)(d)	
COA: Gathering and Documenting	3.8. Assessment		Theoretical Foundations Direct Service Skills	Child Health Promotion: Developmental Screenings Learning Environment: Assessment	ECE 101(a) ECE 102(b)(c)(e)(f) ECE111(c)(l) ECE 220(e) ECE 238(g)(h) ECE 240(d) ECE 241(a)	

Competencies for Early Childhood Educators and Directors	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
COA: Summarizing and Interpreting	3.8. Assessment 4.1. Analyze Student Learning and Apply to Improve Practice	Responsive Child-Focused Supports and Practices: Screening/Assessment	Theoretical Foundations Direct Service Skills	Child Health Promotion: Developmental Screenings Learning Environment: Assessment	ECE 102(b)(c)(f) ECE 111(c)(l) ECE 220(e) ECE 238(g)(h) ECE 240(d)	
COA: Sharing and Reporting	6.1. High Levels of Student Growth in Academic Achievement	Responsive Child-Focused Supports and Practices: Screening/Assessment	Theoretical Foundations Direct Service Skills	Child Health Promotion: Developmental Screenings Learning Environment: Assessment	ECE 101(f)(h) ECE102(b)(e)(g)(j) ECE 220(e) ECE 238(g)(h) ECE 240(d) ECE 241(a)	

Childhood Educators and Directors	Educator Standards	Competencies	Infant Mental Health Competencies	and Indicators	College Courses	Development Guidelines
FCP: Valuing Families	2.5. Working with Families and Other Significant Adults 3.2. Planning of Appropriate Learning Experiences	Cultural Competence: Culture Specific Awareness Family Dynamics: Family Systems and Dynamics	Theoretical Foundations Working with Others	Family Partnerships: Communication with Families	ECE 101(e)(f) ECE 102(e) ECE 103(d) ECE 220(d) ECE 238(d) ECE 240(d) ECE 241(a)(d)	
FCP: Effective Communication	2.5. Working with Families and Other Significant Adults	Family Dynamics: Communication with Families	Communicating	Family Partnerships: Communication with Families	ECE 101(f)(g) ECE 102(e) ECE 111(e)(g)(l) ECE 240(a)(d) ECE 241(a)(d)(f)	
FCP: Building Reciprocal Relationships with Families		Family Dynamics: Communication with Families Family Dynamics: Collaborative Partnership with Families	Theoretical Foundations Direct Service Skills	Family Partnerships: Communication with Families Family Partnerships:	ECE 101(f)(g) ECE 102(e) ECE 111(e)(g) ECE 205(h)	

Competencies for Early Childhood Educators and Directors	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
				Transitions Family Partnerships: Program Participation and Input Family Partnerships: Program Governance	ECE 220(c) ECE 238(d) ECE 240(a)(d) ECE 241(a)(d)(f) ECE 260(d)(e)	
FCP: Building Reciprocal Relationships with Families		Family Dynamics: Communication with Families Family Dynamics: Collaborative Partnership with Families	Theoretical Foundations Direct Service Skills	Family Partnerships: Communication with Families Family Partnerships: Transitions Family Partnerships: Program Participation and Input Family Partnerships: Program Governance	ECE 101(f)(g) ECE 102(e) ECE 111(e)(g) ECE 205(h) ECE 220(c) ECE 238(d) ECE 240(a)(d) ECE 241(a)(d)(f) ECE 260(d)(e)	

Competencies for Early Childhood Educators and Directors	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
FCP: Resources that Support Children and Families	2.4. Teaching Adaptations to Benefit All Students	Family Dynamics: Supporting Families	Theoretical Foundations Systems Expertise	Family Partnerships: Coordination with Community Services	ECE 101(f)(g) ECE 102(c)(e) ECE 111(h)(l) ECE	
					205(e)(h)(k) ECE 220(h) ECE 238(f) ECE 240(d) ECE 241(a)(b)(d) ECE 260(b)(c)(d)(e)	

Competencies for Early Childhood Educators and Directors	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
FCP: Respect for Diversity	2.2. Commitment and Respect for Diversity	Cultural Competence: Cultural Self-Awareness Cultural Competence: Interactions, Approaches, Techniques	Working with Others	Family Partnerships: Communication with Families, Program. Participation and Input, Coordination with Community Services	ECE 101(e)(f)(g)(h) ECE 102(c)(g) ECE 103(d)(f) ECE 111(g) ECE 220(c) ECE 240(d) ECE 241(g)	
PPD: Program Planning and Evaluation	6.3. Evidence to Evaluate Practice		Thinking	Leadership, Management and Administration: Program Evaluation	ECE 101(l) ECE 102(l) ECE 111(f) ECE 205(c) ECE 240(a)(b)(c)(d) ECE 241(a)(e)	

Competencies for Early Childhood Educators and Directors	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado Association for Infant Mental Health Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
PPD: Personnel Management				Leadership, Management and Administration: Personnel	ECE 101(f)(h) ECE 102(e)(f)(g) ECE 103(f)(l) ECE 111(l) ECE 240(d)(f)(g) ECE 241(a)(d)(f)	
PPD: Resource Management				Leadership, Management and Administration: Business Admin.	ECE 205(e) ECE 220(h) ECE 240(d)(e)(f) ECE 241(e)	

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Appendix B. Glossary

Advocacy: Families, organizations, or volunteers working on behalf of the rights and interests of others (such as children or people with disabilities). Families are the best advocates for their children.

Approaches to Learning: How children orient themselves to different learning experiences. Includes attentiveness, curiosity, initiative, cooperation, persistence, and reasoning.

Assessment: An instrument and a process used to determine an individual child's present level of performance and his or her early intervention or educational needs; it may also be used to evaluate an early childhood program.

Attachment: A psychological bond between adult and child. It is believed that secure bonding leads to psychological well-being and resistance to ordinary as well as extreme stress experiences throughout a lifetime (Child Care and Early Education Research Connections, 2012).

Best Practices: Methods that have been demonstrated by research to be effective.

Early childhood professional Burnout: Emotional condition marked by tiredness, loss of interest, or frustration that interferes with job performance; can be regarded as the result of prolonged stress.

Child Development: The social–emotional, linguistic, cognitive, and perceptual and motor changes and growth that occur between birth and the end of adolescence. Individuals develop at different rates and in a variety of ways, but usually in a predictable sequence.

Code of Ethical Conduct: Behavior related to the values in which people in a profession are committed to serve as a guide in everyday professional conduct.

Cognitive Development: Skills learned related to thinking and reasoning. This development takes place from childhood through adulthood.

Confidentiality: Ensuring that information is accessible only to authorized persons.

Conflict Resolution: The process of resolving a dispute or a conflict by providing for each side's needs and adequately addressing their interests so that they are satisfied with the outcome.

Continuity of Care: Provision of care to children by consistent early childhood professional in consistent locations throughout the day and/or year to ensure a stable and nurturing environment (Child Care and Early Education Research Connections, 2012).

Cultural Responsiveness: Using the cultural knowledge, prior experiences, and performance styles to respond to diverse strengths and needs.

Culture: The unique collection of beliefs, practices, traditions, valued competencies, worldviews, and histories that characterize a group of people.

Curriculum: A blueprint for planning and implementing an early childhood program. It addresses all aspects of child development and of building partnerships with families.

Daily Transitions: Transitions occurring within one day.

Developmentally Appropriate: A term describing a set of principles and guidelines for best practice in the care and education of young children from birth through age eight. It is grounded both in the research on how young children develop and learn and in what is known about education effectiveness. The principles and guidelines outline practice that promotes young children's optimal learning and development (National Association for the Education of Young Children 2009).

Developmental Delays: Areas of development where a child is not growing or developing in a pattern of 'typical developing children'.

Developmental Domains: Areas of development in young children (physical, cognitive, language, social, emotional, creative).

Developmental Milestones: Term describing memorable accomplishments in child's growth.

Examples include rolling over, crawling, walking, and talking.

Direct Assessment: Form of assessment that includes validated, reliable instrumentation for measuring child growth, development, and learning.

Diversity: Refers to differences and/or heterogeneity of human qualities that are present in individuals, groups, society, and institutions. Examples include: age, ethnicity, linguistics, culture, socio-economic status, educational background, learning styles, and abilities.

Early Childhood Educator: People who provide care and education for children from birth to age eight. Includes licensed child care providers in centers or family child care homes, preschool teachers, kindergarten through third grade teachers and paraprofessionals, and school-age care providers.

Early Learning: Early learning includes all learning and development for a child from birth to third grade.

Emotional Competence: The skills to recognize, interpret, and respond constructively to emotions in yourself and others.

EPSDT Screening: Medicaid's child health component known as the Early and Periodic Screening, Diagnosis, and Treatment program to fit standards of pediatric care and to meet the special physical, emotion, and developmental needs of low- income children.

Family engagement: Shared responsibility in which early childhood settings, schools, and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development. Family engagement is continuous across a child's life and entails enduring commitment but changing parent roles as children mature into young adulthood. Effective family engagement cuts across and reinforces learning in the multiple settings where children learn at home, in early childhood settings, in school, in after school

programs, in faith-based institutions, and in the community.

Feedback Loops: Refers to the early childhood professionals' role in which they respond to children's comments, actions, or performance by engaging with the children in a sustained back-and- forth exchange with the intention to build understanding.

Home Language: The language a person acquires first in life or identifies with as a member of an ethnic group. It is sometimes referred to as the first, native, or primary language of a child.

Individualized Education Program (IEP): A written education plan for a school-aged child with disabilities developed by a team of early childhood educators (teachers, therapists, etc.) and the child's family. IEPs are based on a multidisciplinary evaluation of the child and describe how the child is presently doing, what the child's learning needs are, and what services the child will need. They are reviewed and updated yearly. IEPs are required by the federal Individuals with Disabilities Education Act (IDEA).

Individualized Family Service Plan (IFSP): A document that guides the early intervention process for children with disabilities and their families. The IFSP is the means for the implementation of effective early intervention in accordance with Part C of the Individuals with Disabilities Education Act (IDEA). It contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services tailored to the family's unique concerns, priorities, and resources.

Inclusion: The practice in which children with special needs spend most or all of their time with typically developing children. Inclusion is about the child's right to participate and the program or school's duty to accept the child. Inclusion rejects the use of special programs or classrooms to separate children with disabilities from children without disabilities with the belief that: 1) All children can learn and benefit from education; 2) Schools and

programs should adapt to the needs of children rather than children adapting to the needs of the program or school; 3) Individual differences between children are a source of richness and diversity.

Indirect assessment: Methods of capturing information on children's growth, development, and learning that do not rely on validated and reliable instrumentation but rather organic processes (observation, checklists, and portfolios).

Linguistics: Systematic study of language.

Mandated Reporting: Individuals who, in the ordinary course of their work and because they have regular contact with children, are required to report (or cause a report to be made) whenever physical, sexual, or other types of abuse have been observed or are suspected, or when there is evidence of neglect, knowledge of an incident, or an imminent risk of serious harm.

Multi-Sensory Experiences: Providing opportunities and learning using auditory, visual, and kinesthetic senses.

Natural Consequences: Things that happen in response to children's behavior without adult involvement. These are imposed by nature, society, or another person.

Observation: Formal and informal processes designed to pay attention to and learn about a child's, adult's, or program's development and progress.

Observer Bias: Cultural assumptions that an observer or assessor brings to the work when assessing and observing children to determine the findings of assessments or observations.

Pedagogy: The philosophy and practice of education and instruction.

Play: Spontaneous behavior that includes a variety of individual and cooperative activities and games such as physical play, object play, dramatic play, constructive play, or games with rules. Play facilitates learning and serves important physical, mental, emotional, and social functions for humans

and many other species (National Association for the Education of Young Children 2009**).**

Professional Development: Refers to the skills and knowledge attained for both personal development and career advancement. Professional development includes all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences, and informal learning opportunities situated in practice. There are a variety of approaches to professional development, including coaching, communities of practice, lesson study, mentoring, reflective supervision, and technical assistance.

Program Transitions: Transitions between programs (i.e. preschool to kindergarten, Part C to Part B).

Protective Factors: Characteristics, variables and/or conditions present in individuals or groups that enhance resiliency, increase resistance to risk, and fortify against the development of a disorder or adverse outcomes.

Referral: In the early childhood field, the process of helping a family or child care provider access a service, including connecting a child or family to a lead agency or school district for special education services.

Reflective practices: Thoughtfully considering one's thoughts, feelings, actions, and experiences when applying knowledge to practice. This is done to learn from experiences and systematically explore other approaches or behaviors. May be most effective when supported by peer collaboration or while being coached by professionals.

Relationship-based: Based on mutual respect, supportiveness, and marked by a sense of commitment.

Responsive Curriculum: Strategies that early childhood educators use to focus on children's internal motivation to grow, develop, and learn.

Risk Factors: Characteristics, variables, and/or conditions present in individuals or groups that increase the likelihood of that individual or group developing a disorder or adverse outcome.

Scaffolding: Providing the appropriate amount of assistance to enable each child to perform at a skill level just beyond what the child can do on his or her own, then gradually reducing the support as the child begins to master the skill, and setting the stage for the next challenge (National Association for the Education of Young Children 2009, p. 19).

Screening: A brief assessment designed to identify children who are at risk for health problems, developmental problems, and/or disabling conditions. These children may need to receive helpful intervention services as early as possible.

Self-Concept: The idea or mental image that one has of oneself and one's strengths and weaknesses.

Self-Help Skills: Those basic skills needed to take care of one's own needs (e.g., brushing teeth, washing hands, getting dressed and buttoning).

Self-Regulation: The ability to control one's emotions and behaviors.

Service Providers: Early childhood educators who work primarily with children and families who have special needs or who need services beyond what is typically provided by an early childhood educator. These providers are often early childhood special educators, but they also might include occupational therapists, physical therapists, and speech therapists.

Special Needs: Refers to the needs of children with social, emotional, communication, intellectual, or physical delays or disabilities. The term "special "is borrowed from the field of special education.

Social–Emotional Development: A domain of child development that includes learning about, recognizing, and managing emotions; developing care and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. This involves the development of skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make safe, ethical choices (Collaborative for Academic, Social, and Emotional Learning 2010).

Stress Factors: The cumulative factors that may prevent normative development in children. These factors can include poverty, the mental health of family members, exposure to violence and en- vironmental toxins, and other family stressors.

Teacher: An adult with responsibility for the education and care of children from birth to age eight.

Temperament: The combination of mental, physical, and emotional traits of a person.

Typical Development: Development of a child who develops along known timelines with no major delays.

Universal Precautions: Steps taken in order to prevent the cross-contamination of air and blood- borne pathogens.

Appendix C. References

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