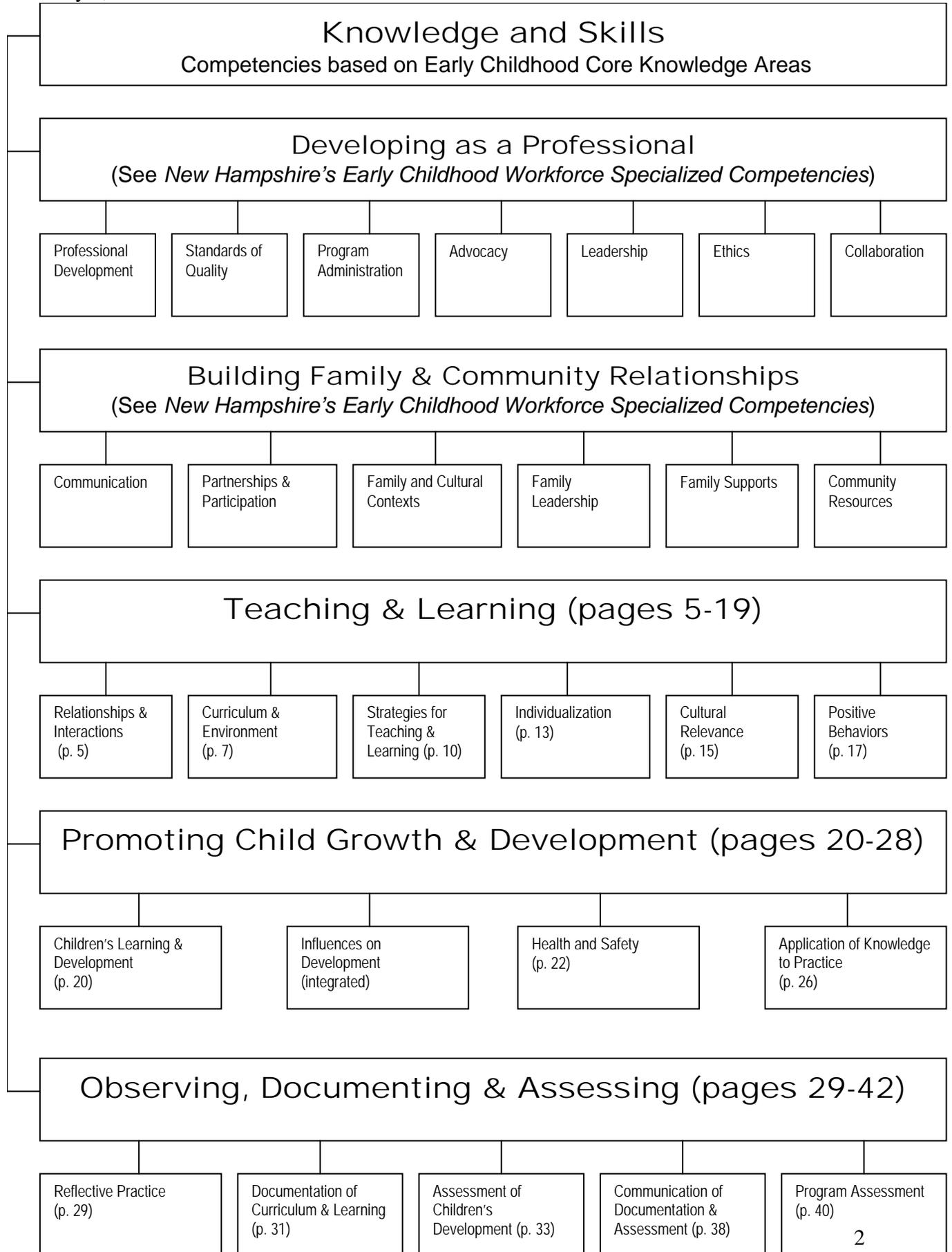


New Hampshire's Preschool Workforce Specialized Competencies



**Child Development Bureau
Division for Children, Youth and Families
New Hampshire Department for Health and Human Services
www.dhhs.nh.gov/DHHS/CDB**

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Introduction to the Preschool Workforce Specialized Competencies

The New Hampshire Early Childhood Professional Development System <http://www.dhhs.nh.gov/dcyf/cdb/profdev.htm> has been in existence since 1999, with a major revision to the system completed in 2009 and further revision in 2012, to include the Infant Toddler Credential Endorsement. The Infant and Toddler Workforce Specialized Competencies were also created in order to address the infant toddler workforce and professional development for this specialized area of early childhood education. Developed in 2013, the Preschool Workforce Specialized Competencies build upon the Infant and Toddler Workforce Specialized Competencies.

As an accompaniment to the early childhood credential system, the preschool competencies are based on the Core Knowledge and Competencies, the knowledge and skills that early childhood professionals bring to and demonstrate in their work with or on behalf of children ages three through five and their families. With the development of the Preschool Workforce Specialized Competencies and the Early Childhood Competencies, the early childhood community has access to an assessment tool specific to the preschool workforce. Self-assessment supports reflective practice, a cornerstone of professionalism and best practice in the field of early childhood education. This ability for professionals to assess their knowledge and skills is important for professional growth and continuous quality improvement. Each of the three workforce specialized competencies booklets includes suggestions for intentional use of the competencies as they relate to specific Core Knowledge Areas.

The Infant Toddler Task Force designed the Infant Toddler Competencies for use by all professionals who work with children under age three and their families, across all relevant systems. This work served as the foundation for the expansion of the competencies to include the preschool workforce. The Early Childhood Competencies focus on two Core Knowledge Areas embedded in the work of the entire early childhood workforce, and are considered as components of both the infant/toddler and the preschool components. The two Core Knowledge Areas are Developing as a Professional and Building Family and Community Relationships.

Work on the preschool competencies relied heavily on the work of the Office of Child Care and the Office of Head Start, the New Hampshire Association for Infant Mental Health's *New Hampshire's Early Childhood and Family Mental Health Competencies*, the National Association for the Education of Young Children's *NAEYC Standards for Early Childhood Professional Preparation*, and most importantly on the work of the *New Hampshire Early Learning Standards Task Force* and Steering Committee. We are indebted to them and to the members of the Infant Toddler Credential Task Force.

**Preschool Workforce Specialized Competencies for
Teaching and Learning, Promoting Child Growth and Development, and Observing,
Documenting, and Assessing**

The competencies in this booklet apply to workforce professionals who work with or on behalf of children ages three through five and their families. The Preschool workforce now has age specific competencies in this book, as well as the competencies in the Early Childhood Workforce Specialized Competencies that apply to all professionals working with infants, toddlers, preschoolers and children in grades kindergarten through third grade. Please refer to the booklet of Early Childhood Competencies for the Core Knowledge Areas *Developing as a Professional* and *Building Family and Community Relationships*.

These specialized competencies encompass Competencies specific to working with and for our preschool children. The knowledge and skills included in these competencies, arranged by advancing levels, are necessary for optimal professional growth and development across sectors and disciplines. Following are some guidelines for use of the competencies in this booklet:

- Use all levels of competencies, Foundational, Intermediate, Advanced, and Specialist, as a self-assessment tool and for planning professional development to increase competency.
- Use all levels of competencies to set expectations for other professionals and assess progress in meeting expectations.
- Use the Foundational level of competencies as pre-service orientation for those entering the field, to teach the importance of understanding the specialized nature of working with preschoolers.
- Teachers, home visitors, preschool special education specialists, medical specialists, and others who work with preschool children and families can use the Intermediate or higher level(s) of competencies to inform practice and identify strategies to improve service delivery.
- Program leaders can use the Advanced level competencies to help develop program policies, such as in staff handbooks, specific to preschoolers and their families.
- Consultants can use the Specialist level of competencies to assess their own expertise, to conduct continuous quality improvement in their own work, and to provide technical assistance to others to improve quality.
- Institutes of Higher Education can align these competencies with specific course content. The competencies in this booklet would align with knowledge and skills taught in coursework such as *Child Growth and Development*, *Young Children with Special Needs*, *Methods and Materials*, and more.
- Use competencies to assess practicum students. All of the competencies are valuable as assessment tools for practicum coursework. Student teachers can self-assess and/or be assessed by practicum faculty.

Users of this booklet and the Early Childhood Competencies booklet will discover many more valuable ways to incorporate all of the competencies into practice with or on behalf of preschoolers and their families. Share your ideas with your colleagues and help others to grow professionally!

To self-assess your competencies use [NEW HAMPSHIRE'S PRESCHOOL WORKFORCE SPECIALIZED COMPETENCIES SELF-ASSESSMENT](#) tool on page 43.

Core Knowledge 3 Teaching and Learning	Foundational Knowledge=K1 Skill=S1	Intermediate Knowledge=K2 Skill=S2	Advanced Knowledge=K3 Skill=S3	Specialist Knowledge=K4 Skill=S4
Component 1 3.1 Relationships and Interactions	Foundational	Intermediate	Advanced	Specialist
Competency 1 (C1): Communication skills	<input type="checkbox"/> Knowledge 3.1C1K1 Understands the importance of verbally acknowledging families as well as preschoolers.	<input type="checkbox"/> Knowledge 3.1C1K2 Knows how to encourage positive communication skills in staff and families.	<input type="checkbox"/> Knowledge 3.1C1K3 Explains that communication is essential to managing challenging staff/family and staff/administration relationships.	<input type="checkbox"/> Knowledge 3.1C1K4 Identifies theories, styles and modes of communication appropriate for use in consultation with programs.
	<input type="checkbox"/> Skill 3.1C1S1 Shows children and families they are welcome by addressing them by name upon arrival in classroom/program/home.	<input type="checkbox"/> Skill 3.1C1S2 Models clear articulation of thoughts and ideas as well as positive communication skills for staff and families.	<input type="checkbox"/> Skill 3.1C1S3 Demonstrates mediation of challenging relationships among staff and/or families and successfully communicates difficult messages.	<input type="checkbox"/> Skill 3.1C1S4 Uses styles and modes of communication appropriate for consultation and tailored to address the needs of the program.
Competency 2 (C2): Engagement	<input type="checkbox"/> Knowledge 3.1C2K1 Understands that open- ended questions stimulate learning and healthy brain development in preschoolers.	<input type="checkbox"/> Knowledge 3.1C2K2 Recognizes when preschoolers are ready to expand their explorations and helps to scaffold their learning.	<input type="checkbox"/> Knowledge 3.1C2K3 Articulates a philosophy of early education inclusive of Vygotsky’s theory on scaffolding children’s learning.	<input type="checkbox"/> Knowledge 3.1C2K4 Knows that professionals who feel valued and fulfilled in their work provide opportunities for optimal growth and development of children and support for families.

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	<input type="checkbox"/> Skill 3.1C2S1 Engages preschoolers during active play and routines by asking questions to help preschoolers make connections and to promote autonomy.	<input type="checkbox"/> Skill 3.1C2S2 Sets up learning explorations for preschoolers and adds materials designed to expand learning.	<input type="checkbox"/> Skill 3.1C2S3 Trains staff and models for them how to scaffold learning for preschoolers.	<input type="checkbox"/> Skill 3.1C2S4 Provides training and technical assistance to programs to help them build morale through team building and program changes.
Competency 3 (C3): Knowledge of children, youth and families	<input type="checkbox"/> Knowledge 3.1C3K1 Knows the major milestones of preschool development and is aware that active learning experiences promote development in all areas.	<input type="checkbox"/> Knowledge 3.1C3K2 Aware of the stages of family development and the impact on preschool development.	<input type="checkbox"/> Knowledge 3.1C3K3 Understands that staff who work with families of preschoolers need mentoring and support regarding teacher/family conferences.	<input type="checkbox"/> Knowledge 3.1C3K4 Recognizes the need to educate families as well as staff regarding child and family development and how the two impact each other.
	<input type="checkbox"/> Skill 3.1C3S1 Shares with families how active learning helps preschoolers to achieve major milestones of development.	<input type="checkbox"/> Skill 3.1C3S2 Models and promotes positive parent/child interactions based on the stage of development of the family.	<input type="checkbox"/> Skill 3.1C3S3 Organizes mentorship opportunities for staff specific to teacher/family conferences.	<input type="checkbox"/> Skill 3.1C3S4 Teaches family development theory and/or creates training for families and professionals focused on child and family development.
May Be Evidenced By:	<ul style="list-style-type: none"> • Observations of interactions with families regarding preschool development. • Observations of conversations with preschoolers during active play. 	<ul style="list-style-type: none"> • Observations of verbal communication with families and staff. • Documentation of preschool learning explorations. 	<ul style="list-style-type: none"> • Preschool program policies, including philosophy. • Observation of mentoring activities. • Notes of mediation meetings. 	<ul style="list-style-type: none"> • Copies of training/course outlines/syllabi and learning outcomes. • Program implementation of a team teaching approach. • Training evaluations.

Component 2 3.2 Curriculum and Environment	Foundational	Intermediate	Advanced	Specialist
Competency 1 (C1): Developmentally appropriate environments and practice	<input type="checkbox"/> Knowledge 3.2C1K1 Describes a preschool environment in which developmentally appropriate learning activities promote executive functioning.	<input type="checkbox"/> Knowledge 3.2C1K2 Knows how to arrange space and materials to create a stimulating environment that promotes growth and development.	<input type="checkbox"/> Knowledge 3.2C1K3 Describes how preschoolers learn and why the environment is critical to promoting growth in all developmental domains.	<input type="checkbox"/> Knowledge 3.2C1K4 Understands that requests for consultation to address challenges with preschoolers often stem from inappropriate environments.
	<input type="checkbox"/> Skill 3.2C1S1 Sets up appropriate and independent learning explorations and offers choices of materials such as blocks, puzzles, playdough, dramatic play and books.	<input type="checkbox"/> Skill 3.2C1S2 Arranges the preschool environment and learning materials based on observations of children’s development.	<input type="checkbox"/> Skill 3.2C1S3 Prepares information about preschool learning and environments to share with families and defends a program philosophy of developmentally appropriate practices.	<input type="checkbox"/> Skill 3.2C1S4 Provides consultation for programs that is based on observations of the environment and includes educating staff regarding developmentally appropriate practices.
Competency 2 (C2): Evaluation of appropriate equipment and materials	<input type="checkbox"/> Knowledge 3.2C2K1 Knows the importance of checking equipment and toys for safety. Determines developmental appropriateness of materials.	<input type="checkbox"/> Knowledge 3.2C2K2 Identifies materials and equipment appropriate for stimulating growth and development and matches with developmental stages of children.	<input type="checkbox"/> Knowledge 3.2C2K3 Familiar with health and safety standards regarding materials and equipment for preschoolers and knows how to stay current with standards.	<input type="checkbox"/> Knowledge 3.2C2K4 Selects environment assessment tools such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) http://ers.fpg.unc.edu/node/82

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	<input type="checkbox"/> Skill 3.2C2S1 Inspects learning toys and equipment daily, checking for safety. Chooses materials for preschoolers based on developmental appropriateness.	<input type="checkbox"/> Skill 3.2C2S2 Observes preschoolers during routines and play to assess stages of development and how well the learning materials and equipment meet developmental needs.	<input type="checkbox"/> Skill 3.2C2S3 Registers for email updates from licensing and reading new publications from the National Resource Center for Health and Safety in Child Care and Early Education. http://www.cfoc.nrckids.org/	<input type="checkbox"/> Skill 3.2C2S4 Conducts assessment of preschool environments using tools such as the ECERS-R, shares results with appropriate individual(s), and assists with action planning http://www.ersi.info/ecers.html
Competency 3 (C3): The significance of play	<input type="checkbox"/> Knowledge 3.2C3K1 States the benefits of active play in promoting growth and development in preschoolers.	<input type="checkbox"/> Knowledge 3.2C3K2 Articulates the role of play in preschool growth and development to families and colleagues.	<input type="checkbox"/> Knowledge 3.2C3K3 Recognizes the value of modeling developmentally appropriate play activities with preschoolers for staff and families.	<input type="checkbox"/> Knowledge 3.2C3K4 Discusses theories of play with early childhood students, child care professionals, and families.
	<input type="checkbox"/> Skill 3.2C3S1 Engages in active play with preschoolers such as big body play, eye-hand coordination activities, balancing, obstacle courses, dancing, and climbing.	<input type="checkbox"/> Skill 3.2C3S2 Schedules routine play opportunities (outside as well as inside) to promote growth and development across all developmental domains. Integrates play in the preschool curriculum.	<input type="checkbox"/> Skill 3.2C3S3 Illustrates play with preschoolers to model (for staff and/or parents) appropriate activities that promote growth and development.	<input type="checkbox"/> Skill 3.2C3S4 Teaches theories of play, including stages of play, and interprets how theory is evidenced in practice for students, professionals and families.

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<p>Competency 4 (C4): Emergent curriculum</p>	<input type="checkbox"/> Knowledge 3.2C4K1 Understands that preschoolers learn through active exploration of materials and concepts grounded in life experiences.	<input type="checkbox"/> Knowledge 3.2C4K2 Knows how to relate learning materials and the environment to preschoolers’ life experiences to encourage emergence of developing skills.	<input type="checkbox"/> Knowledge 3.2C4K3 Explains the value and process of emergent curriculum for preschoolers to families and staff.	<input type="checkbox"/> Knowledge 3.2C4K4 Recognizes that emergent curriculum for preschoolers may not be a shared philosophy across all sectors and disciplines.
	<input type="checkbox"/> Skill 3.2C4S1 Assists with implementation of age-appropriate sensory activities with nature-based materials and dramatic play materials that incorporate life experiences.	<input type="checkbox"/> Skill 3.2C4S2 Employs observation techniques to discover evidence of emerging development, and modifies the environment/materials to encourage exploration.	<input type="checkbox"/> Skill 3.2C4S3 Illustrates the value of emergent curriculum through visual displays, written program documents such as program handbook, and training presentations.	<input type="checkbox"/> Skill 3.2C4S4 Chooses opportunities to work with cross sectors and disciplines and to defend an emergent curriculum approach with preschoolers. Trains others to use an emergent curriculum approach.
<p>Competency 6 (C6): Design, development and evaluation</p>	<input type="checkbox"/> Knowledge 3.2C6K1 Distinguishes observation and assessment as the foundation for designing and individualizing the curriculum.	<input type="checkbox"/> Knowledge 3.2C6K2 Explains how to individualize curriculum for preschoolers and how to evaluate their progress using documentation and a child portfolio system.	<input type="checkbox"/> Knowledge 3.2C6K3 Understands the value in seeking staff and family input into the design and evaluation of the curriculum.	<input type="checkbox"/> Knowledge 3.2C6K4 Recognizes the value in collaborating with programs that provide services for preschoolers and families as a resource for designing high quality preschool programs.

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	<input type="checkbox"/> Skill 3.2C6S1 Practices observation and assessment of preschoolers to evaluate the effectiveness of the environment and curriculum.	<input type="checkbox"/> Skill 3.2C6S2 Implements methods of documentation such as Documentation Panels and child portfolios.	<input type="checkbox"/> Skill 3.2C6S3 Conducts staff and parent surveys and seeks input regarding program curriculum in staff meetings and parent group meetings.	<input type="checkbox"/> Skill 3.2C6S4 Prepares mentorships to help programs design high quality preschool environments and curriculum.
May Be Evidenced By:	<ul style="list-style-type: none"> • Observations of active engagement with children in the preschool environment. • Review of materials in the preschool environment inside and outside. 	<ul style="list-style-type: none"> • Written observations of preschoolers. • Copy of newsletter for families. • Documentation panel. • Child portfolios. 	<ul style="list-style-type: none"> • Copies of staff and parent surveys with evaluation summaries. • Visual displays throughout the program facility. 	<ul style="list-style-type: none"> • Copy of completed ECERS-R assessment and action plan. • Copy of college course syllabus/journal article/presentation outline.
Component 3: 3.3 Strategies for Teaching and Learning	Foundational	Intermediate	Advanced	Specialist
Competency 2 (C2): Learning experiences that develop emerging critical thinking	<input type="checkbox"/> Knowledge 3.3C2K1 States that play experiences with peers and trusted adults support thinking and reasoning skills.	<input type="checkbox"/> Knowledge 3.3C2K2 Understands how to stimulate critical thinking skills for preschoolers.	<input type="checkbox"/> Knowledge 3.3C2K3 Reviews learning materials for preschoolers that help to develop critical thinking.	<input type="checkbox"/> Knowledge 3.3C2K4 Describes for professionals the development of executive function and knows how to educate professionals to support this in their work with preschoolers.

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	<input type="checkbox"/> Skill 3.3C2S1 Follows the lead of the teacher in the preschool classroom in engaging in play with preschoolers, using toys and materials that promote thinking and reasoning skills.	<input type="checkbox"/> Skill 3.3C2S2 Applies knowledge by helping preschoolers learn and apply words that describe rational concepts such as pretend play, symbolic play, cause and effect, similarities and differences, sequencing and making predictions.	<input type="checkbox"/> Skill 3.3C2S3 Purchases developmentally appropriate learning materials such as pretend play materials, open-ended materials used for symbolic play or used to explore their assumptions, cause and effect toys, sensory tables, and materials used to promote independence.	<input type="checkbox"/> Skill 3.3C2S4 Provides research-based training and/or resources about executive function and how to promote this in preschoolers.
Competency 3 (C3): Reflective practice to promote positive outcomes	<input type="checkbox"/> Knowledge 3.3C3K1 Aware of the skills necessary to work with preschoolers as part of a team.	<input type="checkbox"/> Knowledge 3.3C3K2 Understands the process of using reflective practice to determine positive approaches to working with individual children.	<input type="checkbox"/> Knowledge 3.3C3K3 Knows how to use the parallel process in supervision to promote positive outcomes for preschoolers and their families.	<input type="checkbox"/> Knowledge 3.3C3K4 Explains the process and value of reflective practice in working with professionals who serve preschoolers and their families.
	<input type="checkbox"/> Skill 3.3C3S1 Uses job description and/or the Preschool Workforce Specialized Competencies, Foundational level, as a self-assessment tool.	<input type="checkbox"/> Skill 3.3C3S2 Practices self-reflection and flexible response in determining approaches to teaching that result in positive outcomes for individual children. Uses the Intermediate level Preschool Specialized Competencies for self-assessment.	<input type="checkbox"/> Skill 3.3C3S3 Schedules routine supervision meetings with staff to provide opportunities for staff to work through challenges using parallel process, careful observation, self-reflection and flexible response. Uses the Advanced level Preschool Specialized Competencies for self-assessment.	<input type="checkbox"/> Skill 3.3C3S4 Models and promotes reflective practice through consultation with professionals who serve children and their families. Encourages the use of the Preschool Workforce Specialized Competencies as a tool for self-reflection. Uses the Specialist level for self-assessment.

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<p>Competency 5 (C5): Tools and methods for early education</p>	<p><input type="checkbox"/> Knowledge 3.3C5K1 Recognizes that educating preschoolers requires a multi-dimensional approach in order to be the most effective.</p>	<p><input type="checkbox"/> Knowledge 3.3C5K2 Explains that the tools and methods for educating preschoolers are the teacher’s instruction, scaffolding techniques, daily routines, the learning environment and materials, and opportunities for exploration.</p>	<p><input type="checkbox"/> Knowledge 3.3C5K3 Aware of educational opportunities for staff and families to learn about methods of education specific to preschoolers.</p>	<p><input type="checkbox"/> Knowledge 3.3C5K4 Identifies the tools and methods necessary for programs to work with or on behalf of preschool children and their families. Understands the methodology for positive teacher/child interactions.</p>
	<p><input type="checkbox"/> Skill 3.3C5S1 Practices teaching methods with preschoolers and modifies methods per feedback from mentor/supervisor.</p>	<p><input type="checkbox"/> Skill 3.3C5S2 Puts knowledge into practice by seizing opportunities to educate children throughout the day, during teacher directed activities, routines and transitions, during active play and through verbal interactions.</p>	<p><input type="checkbox"/> Skill 3.3C5S3 Schedules educational opportunities to learn about methods and tools for working with preschoolers and encourages staff and families to attend.</p>	<p><input type="checkbox"/> Skill 3.3C5S4 Consults with programs to connect them with cross sector professionals and with resources appropriate to address the needs of preschool children. Uses the CLASS tool to assess classroom interactions. http://www.teachstone.org/about-the-class/</p>



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<p>May Be Evidenced By:</p>	<ul style="list-style-type: none"> • Observation and assessment of teaching methods using the Preschool Workforce Specialized Competencies. • Performance evaluation based on job description. 	<ul style="list-style-type: none"> • Observation of interactions with preschoolers during teacher directed time and active play. • Observation notes regarding individual preschool development. • Self-assessment using the Preschool Workforce Specialized Competencies. 	<ul style="list-style-type: none"> • Presence of developmentally appropriate learning materials that stimulate critical thinking for preschoolers . • Supervision notes. • Self-assessment using the Preschool Workforce Specialized Competencies. 	<ul style="list-style-type: none"> • Consultation notes and recommendations for program quality improvements and staff development. • Self-reflection notes and/or self-assessment using the <i>Guide to Effective Consultation</i> and/or the Preschool Workforce Specialized Competencies. • Copy of action plan post CLASS assessment.
<p>Component 4 3.4 Individualization</p>	<p>Foundational</p>	<p>Intermediate</p>	<p>Advanced</p>	<p>Specialist</p>
<p>Competency 3 (C3): Theoretical and legal foundations for special supports</p>	<p><input type="checkbox"/> Knowledge 3.4C3K1 Recognizes that there are laws protecting the rights of children with special needs.</p>	<p><input type="checkbox"/> Knowledge 3.4C3K2 Describes the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) Part B for preschoolers and school-aged-children. http://nichcy.org/schoolage/preschoolers</p>	<p><input type="checkbox"/> Knowledge 3.4C3K3 Knows how to access services for preschoolers and their families through special education preschool services and community partners.</p>	<p><input type="checkbox"/> Knowledge 3.4C3K4 Explains to professionals their legal responsibilities in accordance with ADA, IDEA Part B, Individualized Education Program (IEP) and the process for referral and/or evaluation of children aged three to five. http://nichcy.org/schoolage/preschoolers</p>

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	<input type="checkbox"/> Skill 3.4C3S1 Plans professional development to learn about laws protecting children with special needs and reviews program policies regarding support for children with special needs.	<input type="checkbox"/> Skill 3.4C3S2 Interprets the legal requirements of ADA, IDEA Part B, to ensure that supports for preschoolers and their families are provided. http://nichcy.org/schoolage/preschoolers	<input type="checkbox"/> Skill 3.4C3S3 States in written policies that the program/staff make reasonable accommodations for preschoolers with special needs that align with ADA, IDEA Part B. http://nichcy.org/schoolage/preschoolers	<input type="checkbox"/> Skill 3.4C3S4 Consults with professionals about providing referrals and/or evaluations of children aged three to five. Connects those who work with children aged three to five with special education preschool services.
Competency 4 (C4): Adaptations of the environment and curriculum	<input type="checkbox"/> Knowledge 3.4C4K1 Identifies health and safety needs of individual children.	<input type="checkbox"/> Knowledge 3.4C4K2 Knows how to make accommodations for preschoolers with special needs.	<input type="checkbox"/> Knowledge 3.4C4K3 Discusses with staff how to partner with families and consultants to individualize the environment and curriculum for preschoolers.	<input type="checkbox"/> Knowledge 3.4C4K4 Understands the overlapping components of individualizing the environment and curriculum for children.
	<input type="checkbox"/> Skill 3.4C4S1 Demonstrates knowledge of individual health/safety needs of children by adapting the environment as appropriate.	<input type="checkbox"/> Skill 3.4C4S2 Provides accommodations for preschoolers with special needs by modifying the environment, equipment and learning activities.	<input type="checkbox"/> Skill 3.4C4S3 Solves environment/curriculum challenges for children with input from families, staff and consultants by modeling a partnership approach.	<input type="checkbox"/> Skill 3.4C4S4 Provides guidance and/or training regarding observation, documentation, planning, implementation and reflection to individualize curriculum and environments for children.

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<p>May Be Evidenced By:</p>	<ul style="list-style-type: none"> • Feedback from families and other professionals. • Observations of verbal interactions with preschoolers. • Copy of professional development plan. 	<ul style="list-style-type: none"> • Notes regarding developmental progress of preschoolers • Observations of verbal interactions with children. • Observation of accommodations to environment to meet the needs of individual children. 	<ul style="list-style-type: none"> • Statements in written policies regarding developmentally appropriate practices and about accommodating preschoolers with special needs according to the ADA, IDEA Part B. • Copy of program evaluations completed by parents/guardians. 	<ul style="list-style-type: none"> • Training outlines and learning outcomes for training on how to adapt preschool environments and individualize curriculum. • Training evaluation forms.
<p>Component 5 3.5 Cultural Relevance</p>	<p>Foundational</p>	<p>Intermediate</p>	<p>Advanced</p>	<p>Specialist</p>
<p>Competency 1 (C1): Family involvement combined with effective methods of working with families</p>	<p><input type="checkbox"/> Knowledge 3.5C1K1 States the value in including families as active participants in the preschool curriculum and environment.</p>	<p><input type="checkbox"/> Knowledge 3.5C1K2 Expresses the need to partner with families to create a preschool environment that is reflective of the children’s families.</p>	<p><input type="checkbox"/> Knowledge 3.5C1K3 Identifies ways to include families and to value family culture throughout the program/organization.</p>	<p><input type="checkbox"/> Knowledge 3.5C1K4 Defines cultural competency and explains how to help develop this in programs that serve preschoolers and their families.</p>

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	<input type="checkbox"/> Skill 3.5C1S1 Discovers opportunities to engage in activities with families and their children in the program and acknowledges family contributions to the environment.	<input type="checkbox"/> Skill 3.5C1S2 Employs family contributions to the preschool environment such as photos, special items (which meet health and safety standards) for display, developmentally appropriate toys and books, etc.	<input type="checkbox"/> Skill 3.5C1S3 Schedules special events for families, purchases learning materials such as books and dolls which depict all types of families and welcomes suggestions from families to assure a culturally competent program. Offers a family lending library.	<input type="checkbox"/> Skill 3.5C1S4 Provides consultation/mentoring to programs serving preschoolers and their families to help them understand and develop cultural competency and assists in developing action plans.
Competency 2 (C2): Anti-bias curriculum	<input type="checkbox"/> Knowledge 3.5C2K1 Understands that culture is much more than race and ethnicity.	<input type="checkbox"/> Knowledge 3.5C2K2 Recognizes that preschoolers are aware of differences in their peers and the families of their peers.	<input type="checkbox"/> Knowledge 3.5C2K3 Recognizes the challenges of providing an anti-bias program for preschoolers and their families.	<input type="checkbox"/> Knowledge 3.5C2K4 Summarizes the learning outcomes for anti-bias curriculum training.
	<input type="checkbox"/> Skill 3.5C2S1 Demonstrates respect for the culture of other professionals and families of preschoolers in the program.	<input type="checkbox"/> Skill 3.5C2S2 Intentionally applies an anti-bias curriculum approach with preschoolers through discussions, dramatic play activities, literacy, cooking activities, music and games.	<input type="checkbox"/> Skill 3.5C2S3 Provides resources for staff, such as training and self-assessment checklists, to help staff reflect on their own biases and to develop an anti-bias program approach.	<input type="checkbox"/> Skill 3.5C2S4 Presents anti-bias curriculum training to program managers, staff and other professionals who work with children and families.

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<p>May Be Evidenced By:</p>	<ul style="list-style-type: none"> • Observations of interactions with families and other professionals. • Active engagement with preschoolers in activities reflective of an anti-bias curriculum. 	<ul style="list-style-type: none"> • Copies of curriculum plans, photo displays of children engaged in anti-bias activities • Learning materials for preschoolers which reflect the childrens’ family culture 	<ul style="list-style-type: none"> • Flyers, posters, bulletin boards, newsletters announcing events for families and program materials reflective of families. • Resources available for staff. 	<ul style="list-style-type: none"> • Copy of action plan developed for program regarding cultural competency. • Anti-bias training outline with learning outcomes and evaluations of training presented.
<p>Component 6 3.6 Positive Behaviors</p>	<p>Foundational</p>	<p>Intermediate</p>	<p>Advanced</p>	<p>Specialist</p>
<p>Competency 1 (C1): Support for developing executive function</p>	<p><input type="checkbox"/> Knowledge 3.6C1K1 Puts into own words that curriculum and environments for preschoolers support development of self-regulation and autonomy.</p> <p><input type="checkbox"/> Skill 3.6C1S1 Follows schedules and routines for preschoolers, helping them to perform daily activities independently.</p>	<p><input type="checkbox"/> Knowledge 3.6C1K2 Describes how to set up the environment and curriculum to help children organize their day, make choices and work independently.</p> <p><input type="checkbox"/> Skill 3.6C1S2 Posts preschoolers’ daily schedule, organizes space for preschoolers to successfully negotiate and locate learning materials, and/or creates a daily classroom job chart.</p>	<p><input type="checkbox"/> Knowledge 3.6C1K3 Understands that some families are not aware of the importance of routines, predictability and setting limits for preschoolers.</p> <p><input type="checkbox"/> Skill 3.6C1S3 Provides counseling to families who need support to provide predictable routines for their preschoolers at home and refers them (when appropriate) to specialists who provide home visiting.</p>	<p><input type="checkbox"/> Knowledge 3.6C1K4 Identifies strategies for families to provide safe, predictable routines and set limits for their preschoolers at home.</p> <p><input type="checkbox"/> Skill 3.6C1S4 Models strategies for families and/or connects families to other community programs or consultants that can provide support.</p>

<p>Competency 2 (C2): Appropriate theories and application of guidance (combined with) Pro-social behavior guidance strategies</p>	<p><input type="checkbox"/> Knowledge 3.6C2K1 Understands the importance of using positive reinforcement and explaining the natural or logical consequences of a preschooler's actions in order to foster pro-social behaviors.</p>	<p><input type="checkbox"/> Knowledge 3.6C2K2 Explains how to create curriculum and environments that foster positive relationships and success for children. Knows how to develop positive self-esteem and independence in preschoolers.</p>	<p><input type="checkbox"/> Knowledge 3.6C2K3 Discusses with staff how to prevent behavior challenges in preschoolers and how to respond to challenges as perceived by colleagues and/or families.</p>	<p><input type="checkbox"/> Knowledge 3.6C2K4 Understands that professionals who work with children and their families across sectors and disciplines come from diverse educational backgrounds and may have differing viewpoints regarding guidance.</p>
	<p><input type="checkbox"/> Skill 3.6C2S1 Practices using positive reinforcement and explaining natural or logical consequences to preschoolers.</p>	<p><input type="checkbox"/> Skill 3.6C2S2 Demonstrates developmentally appropriate expectations for preschoolers and redirects to avoid frustration. Provides choices for children that ensure positive outcomes and promote independence.</p>	<p><input type="checkbox"/> Skill 3.6C2S3 Uses approaches based on current research to prevent and/or respond to challenging child behaviors, recommends training for staff and/or provides mentoring. Utilizes the Preschool Technical Assistance Network (PTAN) to address challenging behaviors. http://ptan.seresc.net/</p>	<p><input type="checkbox"/> Skill 3.6C2S4 Collaborates with professionals across sectors and disciplines to promote current, research-based practices that promote and support pro-social behavior in preschoolers.</p>



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<p>Competency 3 (C3): Team approach</p>	<p><input type="checkbox"/> Knowledge 3.6C2K1 Understands that a shared philosophy of teaching preschoolers results in higher quality preschool programs.</p>	<p><input type="checkbox"/> Knowledge 3.6C2K2 Describes roles and responsibilities of staff members within a teaching team that help to create and sustain a high quality preschool program.</p>	<p><input type="checkbox"/> Knowledge 3.6C2K3 Selects methods for building a collaborative team of staff, families and community members.</p>	<p><input type="checkbox"/> Knowledge 3.6C2K4 Identifies strategies for collaboration across sectors and disciplines to support a statewide team approach to developing policies in support of best practices for preschoolers.</p>
	<p><input type="checkbox"/> Skill 3.6C2S1 Follows the lead of other professionals on the team and supports their practices with preschoolers.</p>	<p><input type="checkbox"/> Skill 3.6C2S2 Models effective team strategies for the members of the team and assists in other team member responsibilities as needed to sustain a high quality preschool program.</p>	<p><input type="checkbox"/> Skill 3.6C2S3 Schedules and facilitates team meetings around Competencies and/or issues pertinent to preschoolers and families.</p>	<p><input type="checkbox"/> Skill 3.6C2S4 Chooses participation in organizations/initiatives that advocate for and/or strengthen collaboration among child care, community and business leaders, legislators, and other stakeholders to support children and families.</p>
<p>May Be Evidenced By:</p>	<ul style="list-style-type: none"> • Observation of positive behavior and guidance techniques with preschool children. • Adherence to the preschool daily schedule and routines. 	<ul style="list-style-type: none"> • Lesson plans and activity descriptions posted for other staff and families to see • Daily schedule and jobs posted. • Feedback from team members. 	<ul style="list-style-type: none"> • Copy of program policies/procedures for addressing challenging behaviors and for a referral process • Team meeting agendas and notes. 	<ul style="list-style-type: none"> • Membership in NHAEYC(New Hampshire Association for the Education of Young Children), http://nhaeyc.org/ and advocacy groups such as Early Learning New Hampshire (ELNH) http://www.earlylearningnh.org/ and Spark NH. http://sparknh.org/

Core Knowledge 4: Promoting Child Growth and Development	Foundational Knowledge=K1 Skill=S1	Intermediate Knowledge=K2 Skill=S2	Advanced Knowledge=K3 Skill=S3	Specialist Knowledge=K4 Skill=S4
Component 1: 4.1 Children’s Learning and Development	Foundational	Intermediate	Advanced	Specialist
<p>Competency 1 (C1): Developmental milestones</p>	<p><input type="checkbox"/> Knowledge 4.1C1K1 Understands that children’s development is continuous and knows the significant developmental milestones in various domains appropriate for preschoolers.</p>	<p><input type="checkbox"/> Knowledge 4.1C1K2 Identifies the Early Learning Standards as a framework for teaching preschoolers based on a developmental continuum.</p>	<p><input type="checkbox"/> Knowledge 4.1C1K3 Understands the components of the Early Learning Standards- strands, constructs and indicators and their implications for preschoolers’ growth and learning.</p>	<p><input type="checkbox"/> Knowledge 4.1C1K4 Understands the use and interpretation of assessments that evaluate development of preschoolers.</p>
	<p><input type="checkbox"/> Skill 4.1C1S1 Identifies appropriate expectations for preschool development and recognizes atypical development.</p>	<p><input type="checkbox"/> Skill 4.1C1S2 Plans curriculum and experiences that address the developmental characteristics as identified in the Early Learning Standards indicators.</p>	<p><input type="checkbox"/> Skill 4.1C1S3 Uses knowledge of typical and atypical child development and the individual child’s and family’s assessment data to promote positive child outcomes that move preschoolers along the Early Learning Standards continuum.</p>	<p><input type="checkbox"/> Skill 4.1C1S4 Provides technical assistance regarding assessment of preschool development and interpretation of assessments, such as the Teaching Strategies Gold assessment system http://www.teachingstrategies.com/page/GOLD-assessment-online.cfm</p>

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Competency 2 (C2): Early Learning Standards (ELSs)	<input type="checkbox"/> Knowledge 4.1C2K1 Understands the role of ELSs in identifying appropriate expectations for children’s development and learning.	<input type="checkbox"/> Knowledge 4.1C2K2 Understands the role of ELSs in supporting high-quality, developmentally appropriate practice with preschoolers.	<input type="checkbox"/> Knowledge 4.1C2K3 Appreciates that ELSs provide a common vision and commitment to children’s well being.	<input type="checkbox"/> Knowledge 4.1C2K4 Understands the relation of ELSs to other significant standards, such as NAEYC Standards, for professional practice.
	<input type="checkbox"/> Skill 4.1C2S1 Accesses and draws on information from ELSs in interactions with and experiences for preschoolers.	<input type="checkbox"/> Skill 4.1C2S2 Uses the ELSs to enhance practice and promote reflection.	<input type="checkbox"/> Skill 4.1C2S3 Shares ELSs with staff and families and uses ELSs to support staff and families’ understanding of their importance in children’s development and learning.	<input type="checkbox"/> Skill 4.1C2S4 Promotes and contributes to professional development systems that integrate the knowledge inherent in the ELSs with other significant standards for professional practice.
Competency 4 (C4): Children with special needs	<input type="checkbox"/> Knowledge 4.1C4K1 Recognizes atypical development and understands the importance of supporting each child’s individual developmental needs.	<input type="checkbox"/> Knowledge 4.1C4K2 Understands the characteristics and signs of atypical development in preschoolers and knows about the referral process.	<input type="checkbox"/> Knowledge 4.1C4K3 Recognizes the need for multi-disciplinary team consultation to support individual preschoolers.	<input type="checkbox"/> Knowledge 4.1C4K4 Examines the need for program leaders to develop and implement policies for inclusion of preschoolers with special needs.



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	<input type="checkbox"/> Skill 4.1C4S1 Seeks the help of others to understand and address the needs of all preschoolers , including those with special developmental needs.	<input type="checkbox"/> Skill 4.1C4S2 Participates in multi-disciplinary planning teams, provides input and follows specific plans for preschoolers (Individual Family Support Plan, Individualized Health Plan). Incorporates assistive technology as needed.	<input type="checkbox"/> Skill 4.1C4S3 Supervises staff to ensure their use of developmentally appropriate practices and intervention strategies to support and address preschool development outcomes.	<input type="checkbox"/> Skill 4.1C4S4 Consults with programs to create inclusive program strategies including program policies, based on children’s needs and trains others to implement inclusive strategies.
May Be Evidenced By	<ul style="list-style-type: none"> • Observation of interactions with preschoolers. • Visual display of ELSs in action (i.e. photos). 	<ul style="list-style-type: none"> • Observation notes of preschoolers , including any referral notes. • Visual displays of learning activities. 	<ul style="list-style-type: none"> • Implementation of ELSs throughout the program. 	<ul style="list-style-type: none"> • Copies of syllabi or training agendas for observation and assessment. • Copy of an inclusive program design.
Component 3: 4.3 Health and Safety	Foundational	Intermediate	Advanced	Specialist
Competency 1 (C1): Children’s nutrition and wellness (combined with) Health and safety policy development and implementation	<input type="checkbox"/> Knowledge 4.3C1K1 Is familiar with program policies and procedures related to health and safety, including food preparation, oral health, physical health, medicine administration and environmental safety.	<input type="checkbox"/> Knowledge 4.3C1K2 Understands policies and practices needed to promote physical health and wellness in preschoolers. Aware of resources and tools such as I am Moving, I am Learning and Let’s Move Child Care.	<input type="checkbox"/> Knowledge 4.3C1K3 Understands current regulations and research related to nutrition, health, and safety for preschoolers. Articulates the importance of program policies inclusive of nutrition and physical activity.	<input type="checkbox"/> Knowledge 4.3C1K4 Is familiar with tools and procedures for evaluating health and wellness for preschoolers. Understands current research, state regulations and national recommendations regarding health and safety policies.

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	<input type="checkbox"/> Skill 4.3C1S1 Maintains a safe and healthy environment for preschoolers according to program policies and procedures.	<input type="checkbox"/> Skill 4.3C1S2 Implements program policies and procedures to ensure preschooler’s health and safety. Implements nutrition and physical activity curriculum such as I am Moving, I am Learning. Offers input and feedback regarding efficacy of policies and recommendations for improvement.	<input type="checkbox"/> Skill 4.3C1S3 Develops and implements policies to support: the nutritional needs of preschoolers; safe, active physical play indoors and outdoors: physical health and wellness: and mental health and wellness.	<input type="checkbox"/> Skill 4.3C1S4 Uses appropriate tools and procedures to evaluate the physical and mental health and wellness of preschoolers and/or to evaluate the health and safety of their environments. Makes policy recommendations based on assessment data for promoting children’s health and wellness.
Competency 4 (C4): Emergency response and preparedness planning	<input type="checkbox"/> Knowledge 4.3C4K1 Is familiar with program policies regarding emergency procedures, such as evacuation policies.	<input type="checkbox"/> Knowledge 4.3C4K2 Understands program policies related to emergency preparedness and response.	<input type="checkbox"/> Knowledge 4.3C4K3 Is familiar with and can access state regulations and national recommendations regarding emergency preparedness and response and understands that these regulations and recommendations should inform program policies and procedures.	<input type="checkbox"/> Knowledge 4.3C4K4 Understands current state regulations and national recommendations regarding emergency preparedness and response and the current research that informs those regulations and recommendations.

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	<input type="checkbox"/> Skill 4.3C4S1 Follows program policies regarding emergency procedures, including safety and evacuation procedures for preschoolers.	<input type="checkbox"/> Skill 4.3C4S2 Implements program policies for emergency preparedness, including fire and evacuation drills, and emergency response; explains these policies to families and provides reassuring support to preschoolers.	<input type="checkbox"/> Skill 4.3C4S3 Develops program policies for emergency preparedness and response, aligned with state regulations and national recommendations; oversees implementation of policies and procedures and explains their necessity to families and staff; solicits input and feedback regarding efficacy of policies and recommendations for improvement.	<input type="checkbox"/> Skill 4.3C4S4 Provides training and consultation related to emergency preparedness and response policy development and implementation.
Competency 5 (C5): Child abuse and neglect	<input type="checkbox"/> Knowledge 4.3C5K1 Knows about signs and symptoms of child abuse and neglect in preschoolers and mandated child abuse and neglect reporting.	<input type="checkbox"/> Knowledge 4.3C5K2 Has comprehensive knowledge of child abuse and neglect as well as strategies for preventing child abuse and neglect and identifies protective factors in families of preschoolers.	<input type="checkbox"/> Knowledge 4.3C5K3 Has comprehensive knowledge of state regulations and national recommendations related to preventing child abuse and neglect as well as requirements for reporting, and understands how these regulations and recommendations should inform program policies and procedures.	<input type="checkbox"/> Knowledge 4.3C5K4 Understands current state regulations and national recommendations related to preventing child abuse and neglect as well as requirements for reporting and is familiar with current research regarding preventive and protective factors as well as risk factors.

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	<input type="checkbox"/> Skill 4.3C5S1 Follows program policy and state regulations in reporting concerns about possible child abuse and/or neglect.	<input type="checkbox"/> Skill 4.3C5S2 Establishes trusting relationships with preschoolers and families; implements program policies and state regulations related to preventing and reporting child abuse and neglect.	<input type="checkbox"/> Skill 4.3C5S3 Develops and implements program policies and procedures for preventing and reporting child abuse and neglect, in alignment with state regulations. Ensures that staff are well trained in preventing, recognizing, and reporting child abuse and neglect.	<input type="checkbox"/> Skill 4.3C5S4 Evaluates program policies regarding prevention and reporting of child abuse and neglect and consults with program to assist in development or enhancement of policies.
Competency 6 (C6): Child Care Licensing rules	<input type="checkbox"/> Knowledge 4.3C6K1 Is familiar with childcare licensing regulations that affect daily work with preschoolers and families. http://www.dhhs.nh.gov/os/cclu/rules.htm	<input type="checkbox"/> Knowledge 4.3C6K2 Understands the purpose of regulatory requirements and knows and can access state child care licensing regulations. http://www.dhhs.nh.gov/os/cclu/rules.htm	<input type="checkbox"/> Knowledge 4.3C6K3 Is thoroughly familiar with and can access state licensing rules and understands how they should inform program policies and practices. http://www.dhhs.nh.gov/os/cclu/rules.htm	<input type="checkbox"/> Knowledge 4.3C6K4 Understands current research on children’s development and how this informs child care licensing rules, as well as correlations between state rules and other professional standards.
	<input type="checkbox"/> Skill 4.3C6S1 Follows all relevant child care licensing rules, including but not limited to regulations related to environmental safety, children’s health and nutrition, positive interactions with children,	<input type="checkbox"/> Skill 4.3C6S2 Maintains compliance with state licensing rules; explains regulations to families as needed.	<input type="checkbox"/> Skill 4.3C6S3 Ensures that all program policies and practices are in compliance with state licensing rules and seeks clarification if questions arise about a particular regulation. Articulates for staff and families the rationale for policies, regulations, and standards.	<input type="checkbox"/> Skill 4.3C6S4 Makes recommendations for updating state rules based on current research and national recommendations for best practice with preschoolers.

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May Be Evidenced By	Copy of performance evaluation for following program health and safety policies and procedures.	<ul style="list-style-type: none"> • Observation and assessment of the preschool environment for health and safety components. 	<ul style="list-style-type: none"> • Copy of program health and safety policies. • Copy of emergency preparedness plan. 	<ul style="list-style-type: none"> • Copy of preschool environment assessment. • Consultation notes regarding health and safety and/or emergency preparedness.
Component 4: 4.4 Application of Knowledge to Practice	Foundational	Intermediate	Advanced	Specialist
Competency 4 (C4): Learning environments	<input type="checkbox"/> Knowledge 4.4C4K1 Understands the impact of the environment on children’s development and learning.	<input type="checkbox"/> Knowledge 4.4C4K2 Explains that preschoolers thrive in environments that are healthy, respectful, supportive and challenging.	<input type="checkbox"/> Knowledge 4.4C4K3 Articulates that preschoolers grow and develop within multiple contexts and learn in a variety of environments.	<input type="checkbox"/> Knowledge 4.4C4K4 Knows how to assess preschool environments and how to modify environments to meet the needs of preschoolers, including those with developmental delays.



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	<p><input type="checkbox"/> Skill 4.4C4S1 Ensures that the environment is safe and healthy and promotes a sense of security through consistent routines and positive interactions including reading, singing, and talking to and with preschoolers indoors and outdoors.</p>	<p><input type="checkbox"/> Skill 4.4C4S2 Creates environments that are healthy, respectful, supportive and challenging for each individual preschooler and ensures that the environment reflects respect for each child’s culture, home language, individual abilities or disabilities, family context, and community. Provides opportunities for each child to make meaning from his or her experience through play, activity, and guided investigations.</p>	<p><input type="checkbox"/> Skill 4.4C4S3 Collaborates with families and community partners, as well as staff and program specialists to promote children’s safety, well-being, and learning in all settings (home, in child care settings, in therapeutic and medical settings, in parks and the outdoors, and in the community).</p>	<p><input type="checkbox"/> Skill 4.4C4S4 Evaluates preschool environments using assessment tools such as the ECERS-R (Early Childhood Environment Rating Scale) and provides consultation to programs to improve quality of learning environments for preschoolers.</p> <p>http://ers.fpg.unc.edu/node/82</p>
<p>Competency 5 (C5): Culturally responsive early childhood programs</p>	<p><input type="checkbox"/> Knowledge 4.4C5K1 Recognizes that each child’s unique familial and cultural context influences the child’s development and learning and that child rearing beliefs and practices are culturally influenced.</p>	<p><input type="checkbox"/> Knowledge 4.4C5K2 Knows strategies and resources for learning from and about families’ cultural contexts, beliefs and practices about child rearing, and goals for their children.</p>	<p><input type="checkbox"/> Knowledge 4.4C5K3 Understands the influence of familial and cultural contexts on children’s development and learning and recognizes the benefits of culturally responsive, anti-bias early care and education.</p>	<p><input type="checkbox"/> Knowledge 4.4C5K4 Identifies policies and practices that are most likely to promote cultural competence and responsiveness in work with children and their families.</p>

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	<input type="checkbox"/> Skill 4.4C5S1 Deomnstrates respect for each child's unique familial and cultural context and recognizes that culture influences one's own approach to child care and understandings of child development and is open to other perspectives.	<input type="checkbox"/> Skill 4.4C5S2 Incorporates knowledge of families' cultural contexts, beliefs and practices about child rearing, and goals for their children into curriculum, routines, and interactions with preschoolers to provide individually and culturally responsive care.	<input type="checkbox"/> Skill 4.4C5S3 Designs program policies to promote culturally responsive, anti-bias early care and education and to respect families' values and goals for their preschoolers.	<input type="checkbox"/> Skill 4.4C5S4 Provides training and professional development about culturally responsive, anti-bias early care and education and makes recommendations about policies and practices that promote cultural competence and responsiveness in preschool settings.
<p>May Be Evidenced By</p>	<ul style="list-style-type: none"> • Observation of engagement in active play with preschoolers. • Following consistent routines as set by the program. 	<ul style="list-style-type: none"> • Copies of developmentally appropriate learning activity plans for individual preschoolers. • Assessment of the learning environment created for preschoolers. 	<ul style="list-style-type: none"> • Visual displays and/or resource room/area available to staff and families with information about developmentally and culturally appropriate practices. 	<ul style="list-style-type: none"> • Copy of training designed for staff or families about developmentally and culturally appropriate practices with preschoolers.



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Core Knowledge 5 Observing, Documenting, Assessing	Foundational Knowledge=K1 Skill=S1	Intermediate Knowledge=K2 Skill=S2	Advanced Knowledge=K3 Skill=S3	Specialist Knowledge=K4 Skill=S4
Component 1: 5.1 Reflective Practice	Foundational	Intermediate	Advanced	Specialist
Competency 1 (C1): Philosophy of education	<input type="checkbox"/> Knowledge 5.1C1K1 Identifies the goals, benefits, and ethical uses of observation, screening and assessment.	<input type="checkbox"/> Knowledge 5.1C1K2 Describes ethical guidelines and legal requirements related to the assessment process.	<input type="checkbox"/> Knowledge 5.1C1K3 Recognizes that assessment should be comprehensive and address all areas of a child’s development in the cultural context.	<input type="checkbox"/> Knowledge 5.1C1K4 Understands that each assessment situation presents ethical issues to be considered.
	<input type="checkbox"/> Skill 5.1C1S1 Follows observation and documentation procedures for the benefit of preschoolers to protect their anonymity.	<input type="checkbox"/> Skill 5.1C1S2 Adheres to the ethical guidelines and legal requirements of assessment	<input type="checkbox"/> Skill 5.1C1S3 Participates in comprehensive and culturally-competent assessment.	<input type="checkbox"/> Skill 5.1C1S4 Designs and participates only in ethical assessment processes.
Competency 3 (C3): Self-Assessment to change practice	<input type="checkbox"/> Knowledge 5.1C3K1 Recognizes the bias inherent in – and the impact of one’s own role on – an assessment process.	<input type="checkbox"/> Knowledge 5.1C3K2 Understands the role of the teacher in preschool learning and development.	<input type="checkbox"/> Knowledge 5.1C3K3 Knows that supervision of assessment is essential to improve staff/program practice and effectiveness.	<input type="checkbox"/> Knowledge 5.1C3K4 Appreciates that the array of assessment tools and methods is constantly evolving.
	<input type="checkbox"/> Skill 5.1C3S1 Reviews documentation, screening and assessment to assure that personal bias is not included.	<input type="checkbox"/> Skill 5.1C3S2 Assesses the impact of his/her own interactions and practices on learning and development.	<input type="checkbox"/> Skill 5.1C3S3 Evaluates own ability to use assessment results to improve staff/program practice and effectiveness.	<input type="checkbox"/> Skill 5.1C3S4 Reflects on his/her process for selecting tools for assessing individual children.

<p>Competency 4 (C4): Classroom action research</p>	<input type="checkbox"/> Knowledge 5.1C4K1 Identifies observation and documentation as the basis for individualized program planning.	<input type="checkbox"/> Knowledge 5.1C4K2 Understands that analyzing observations and documentation is essential to making decisions about practices that support learning and development.	<input type="checkbox"/> Knowledge 5.1C4K3 Combines families’ communication regarding their needs and goals for their preschoolers with assessment results to meet child needs.	<input type="checkbox"/> Knowledge 5.1C4K4 Creates effective strategies to promote classroom action research in adult learning for early childhood professionals.
	<input type="checkbox"/> Skill 5.1C4S1 Practices observation and documentation as part of the process of planning individually appropriate experiences for preschoolers .	<input type="checkbox"/> Skill 5.1C4S2 Analyzes observations and documentation and uses the information to make decisions about practices that support preschool learning and development.	<input type="checkbox"/> Skill 5.1C4S3 Demonstrates use of information from family in combination with assessment results to meet individual child needs.	<input type="checkbox"/> Skill 5.1C4S4 Implements trainings for and assures competence of others to use assessment results as a strategy for classroom action research.
<p>May Be Evidenced By:</p>	<ul style="list-style-type: none"> Records of professional development to improve knowledge and analysis of skills. Records of observations. 	<ul style="list-style-type: none"> Individualized plans for preschoolers contain observation documentation and assessment from multiple sources. Written communication to families includes information derived from observations and assessments regarding their preschoolers’ development. 	<ul style="list-style-type: none"> Program policy guidelines that include the system used to assure inclusion of family communication in the analysis of observation, documentation and assessment of individual children. Information disseminated to professionals and families related to ethical assesment. 	<ul style="list-style-type: none"> Materials and evaluations from trainings conducted. Recommendation for assessment methods and tools including rationale. Documentation of participation in appropriate and ethical assessment processes.

Component 2: 5.2 Documentation of Curriculum and Learning	Foundational	Intermediate	Advanced	Specialist
<p>Competency 1 (C1): Methods and tools</p>	<p><input type="checkbox"/> Knowledge 5.2C1K1 Recognizes that tools for documentation of curriculum and learning exist.</p>	<p><input type="checkbox"/> Knowledge 5.2C1K2 Compares a wide variety of tools used for documentation of curriculum and learning.</p>	<p><input type="checkbox"/> Knowledge 5.2C1K3 Explains that all documentation, regardless of method, needs to be well organized, well written, and strength-based.</p>	<p><input type="checkbox"/> Knowledge 5.2C1K4 Describes how to develop instructional materials for professionals based on knowledge of curriculum and learning theories and practice.</p>
	<p><input type="checkbox"/> Skill 5.2C1S1 Practices using a variety of tools for documentation of curriculum and learning such as child portfolios, display boards, photographs, and direct observations</p>	<p><input type="checkbox"/> Skill 5.2C1S2 Chooses documentation tools and methods based on the purpose and method of observation of curriculum and learning. Additional examples of documentation tools and methods can be found in NAEYC’s Windows on Learning: Documenting Young Children’s Learning. http://www.naeyc.org/sto/re/node/138</p>	<p><input type="checkbox"/> Skill 5.2C1S3 Edits and provides feedback regarding supervisee’s documentation to assure that content is well organized, well written, and strength-based.</p>	<p><input type="checkbox"/> Skill 5.2C1S4 Develops appropriate instructional materials and evaluation tools for professionals to meet the needs of the intended audiences.</p>



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<p>Competency 3 (C3): Documentation for planning of curriculum and learning environments</p>	<input type="checkbox"/> Knowledge 5.2C3K1 States a personal philosophy that each preschooler’s development should be addressed in documentation of curriculum and learning.	<input type="checkbox"/> Knowledge 5.2C3K2 Recognizes that documented observations support individuals, the environment, and the planning of curriculum and learning.	<input type="checkbox"/> Knowledge 5.2C3K3 Knows that curriculum plans need to be responsive to the needs of individual preschoolers.	<input type="checkbox"/> Knowledge 5.2C3K4 Explains how professional groups can improve their use of documentation for planning curriculum and learning environments for preschoolers.
	<input type="checkbox"/> Skill 5.2C3S1 Practices addressing each preschooler’s development in documentation of curriculum and learning.	<input type="checkbox"/> Skill 5.2C3S2 Interprets and analyzes accumulated documentation to identify areas of strength or challenges and uses this information to develop more responsive and appropriate programs for individual preschoolers.	<input type="checkbox"/> Skill 5.2C3S3 Reviews supervisee’s documentation to ensure that curriculum plans are responsive to the needs of individual preschoolers.	<input type="checkbox"/> Skill 5.2C3S4 Engages and collaborates with professional groups to improve their use of documentation for planning curriculum and learning environments for preschoolers.
<p>May Be Evidenced By:</p>	<ul style="list-style-type: none"> Records of observations of preschoolers. Documents that include daily experiences and activities for preschoolers through photographs, videos, and samples of productions by preschoolers. 	<ul style="list-style-type: none"> On-going records of preschoolers’ development and evidence of linkage to curriculum plans. Written communication to families. 	<ul style="list-style-type: none"> Supervision notes that reference discussions to improve documentation and the use of documentation for planning of curriculum and learning. 	<ul style="list-style-type: none"> Materials used in and evaluations of instructional presentations to professionals. Recommendations to directors and administrators developed to improve staff documentation of curriculum and learning

Component 3: 5.3 Assessment of Children’s Development	Foundational	Intermediate	Advanced	Specialist
Competency 1 (C1): Informal and formal assessment tools and methods	<input type="checkbox"/> Knowledge 5.3C1K1 Recognizes that there are formal and informal assessment tools.	<input type="checkbox"/> Knowledge 5.3C1K2 Describes types, purposes, benefits, and limitations of formal and informal assessment tools and methods.	<input type="checkbox"/> Knowledge 5.3C1K3 Classifies an array of formal and informal assessment tools and methods for different purposes and settings.	<input type="checkbox"/> Knowledge 5.3C1K4 Understands principles for developing assessment tools and methods and is familiar with the research base.
	<input type="checkbox"/> Skill 5.3C1S1 Provides accurate descriptions of observed behaviors as an informal assessment measure. Uses developmentally appropriate testing methods as a formal assessment measure.	<input type="checkbox"/> Skill 5.3C1S2 Selects assessment instruments and tools that promote authentic, developmentally and culturally appropriate assessment and conducts formal and informal assessments in various settings.	<input type="checkbox"/> Skill 5.3C1S3 Implements procedures to ensure that staff chooses informal and formal assessment tools and methods appropriate to the preschool, purpose and setting.	<input type="checkbox"/> Skill 5.3C1S4 Develops assessment tools and methods based on research.



<p>Competency 2 (C2): Systematic assessment of children’s learning and development</p>	<p><input type="checkbox"/> Knowledge 5.3C2K1 Explains that the general process of assessment includes gathering and using information from a variety of people and methods.</p>	<p><input type="checkbox"/> Knowledge 5.3C2K2 Identifies ways to apply child development theory to observations of preschooler.</p>	<p><input type="checkbox"/> Knowledge 5.3C2K3 Understands the appropriate and ethical use of assessments to gain information about learning and development for preschoolers.</p>	<p><input type="checkbox"/> Knowledge 5.3C2K4 Knows local, state, and national curricular standards, such as the New Hampshire Early Learning Standards or the NAEYC Early Childhood Curriculum, Assessment, and Program Evaluation Standards and the interrelation of curriculum, instruction, and assessment.</p>
	<p><input type="checkbox"/> Skill 5.3C2S1 Asks family and other familiar adults about their preschooler’s activities and behaviors at home and observes children during daily routines and activities.</p>	<p><input type="checkbox"/> Skill 5.3C2S2 Creates a developmental profile for each preschooler using observations, anecdotal notes, photographs, the preschooler’s productions, and formal and informal assessments, including formative and summative assessments.</p>	<p><input type="checkbox"/> Skill 5.3C2S3 Reviews program policies and/or documentation of screening and assessments to determine appropriateness, including the inclusion of family participation in the process; provides feedback on documentation and formative and summative assessments, and advocates for appropriate use of assessment results.</p>	<p><input type="checkbox"/> Skill 5.3C2S4 Aligns results of observations and assessments with other parts of the curriculum, including content standards and local, state, and federal regulations.</p>

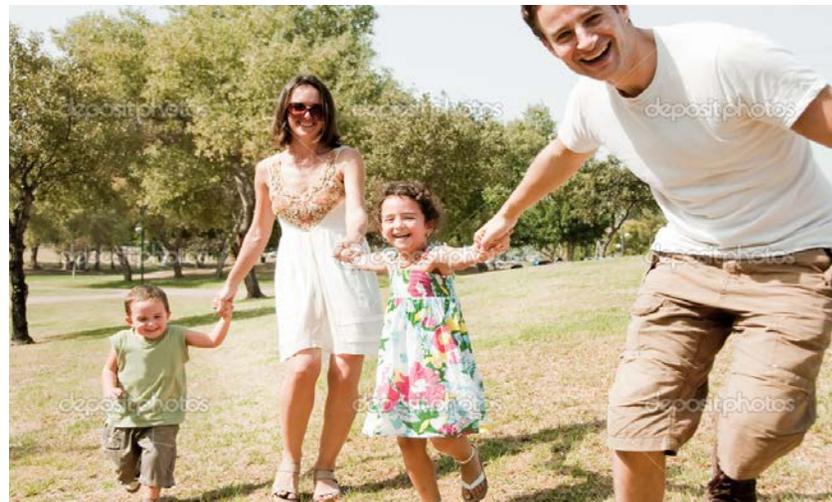
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<p>Competency 5 (C5): Assessment as a guide to individualized teaching and learning</p>	<p><input type="checkbox"/> Knowledge 5.3C5K1 Understands that the intention of an ongoing process of assessment is to best determine both the unique needs and strengths of preschoolers across all developmental areas.</p>	<p><input type="checkbox"/> Knowledge 5.3C5K2 Recognizes that assessment of a behavior can identify its use as a response or reaction to many factors and, therefore, lead to appropriate responses and accommodations to the curriculum and environment.</p>	<p><input type="checkbox"/> Knowledge 5.3C5K3 Understands the need for comprehensive assessments using a variety of methods and tools to gather information about individual preschoolers that can inform teaching and learning.</p>	<p><input type="checkbox"/> Knowledge 5.3C5K4 Knows how to assist programs to use assessment results to individualize teaching and learning.</p>
	<p><input type="checkbox"/> Skill 5.3C5S1 Observes what preschoolers can do independently and what they can do with adult scaffolding.</p>	<p><input type="checkbox"/> Skill 5.3C5S2 With supervision, applies assessment results in determining child outcomes, developmental interventions, and strategies to best meet the preschooler’s needs.</p>	<p><input type="checkbox"/> Skill 5.3C5S3 Administers assessments that include observations, developmental checklists, documentation, parent interviews, developmentally appropriate testing and other tools to learn more about individual preschoolers.</p>	<p><input type="checkbox"/> Skill 5.3C5S4 Consults with programs to develop capacity to individualize teaching and learning.</p>
<p>Competency 6 (C6): Referral practices</p>	<p><input type="checkbox"/> Knowledge 5.3C6K1 Understands that preschoolers with significant variations in development and learning require referrals for further assessment.</p>	<p><input type="checkbox"/> Knowledge 5.3C6K2 Explains the point of entry and general eligibility criteria for the state’s Part B/619 Services for Preschool-Aged Children and the local school district preschool special education program.</p>	<p><input type="checkbox"/> Knowledge 5.3C6K3 Describes the intent and mandates of special education laws, particularly with regard to referrals for Part B/ 619 Services for Preschool-Aged Children.</p>	<p><input type="checkbox"/> Knowledge 5.3TK4 Identifies how to use assessment results for the purpose of referring to appropriate resources.</p>

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	<input type="checkbox"/> Skill 5.3C6S1 Uses observation and documentation to identify and bring to the attention of a supervisor, preschoolers who may be in need of referrals for further assessment.	<input type="checkbox"/> Skill 5.3C6S2 Recognizes atypical variations in development and makes appropriate referrals.	<input type="checkbox"/> Skill 5.3C6S3 Provides supervision and support to staff regarding referrals.	<input type="checkbox"/> Skill 5.3C6S4 Interprets assessment results for the purpose of diagnosis, making recommendations regarding treatments or interventions and developing summary reports, with recommendations, for family and team.
Competency 7 (C7): IEP processes	<input type="checkbox"/> Knowledge 5.3C7K1 Summarizes the importance of following through with activities prescribed in the Individualized Education Plan (IEP).	<input type="checkbox"/> Knowledge 5.3C7K2 Demonstrates an awareness of legal and regulatory requirements for the development, implementation and evaluation of IEPs.	<input type="checkbox"/> Knowledge 5.3C7K3 Reflects on need for consultation and supervision with staff to support the implementation of IEPs.	<input type="checkbox"/> Knowledge 5.3C7K4 Knows the components and requirements of quality implementation of IEPs.
	<input type="checkbox"/> Skill 5.3C7S1 Follows through with activities prescribed in IEPs.	<input type="checkbox"/> Skill 5.3C7S2 Participates in the planning, implementation, and monitoring of IEPs.	<input type="checkbox"/> Skill 5.3C7S3 Assures that staff implements relevant parts of IEPs.	<input type="checkbox"/> Skill 5.3C7S4 Analyzes and evaluates IEPs to ensure proper implementation and family involvement; provides information on coordinating referrals with the family and other care providers, such as medical and dental homes, therapists, and additional child care providers.

<p>Competency 8 (C8): Family engagement in assessment and referral</p>	<p><input type="checkbox"/> Knowledge 5.3C8K1 Expresses the belief that families are the “best experts” on their preschoolers during all assessment and goal setting procedures.</p>	<p><input type="checkbox"/> Knowledge 5.3C8K2 Appreciates the importance of family partnership in determining goals for the preschooler and contemplates possible supports and/or barriers for involving families in the assessment and referral process.</p>	<p><input type="checkbox"/> Knowledge 5.3C8K3 Describes strategies to engage and communicate with families about screening, assessment and referral.</p>	<p><input type="checkbox"/> Knowledge 5.8C8K4 Explains how to facilitate family team meetings.</p>
	<p><input type="checkbox"/> Skill 5.3C8S1 Participates in family conferences and observes methods of involving families in the processes of observation, screening, and assessment.</p>	<p><input type="checkbox"/> Skill 5.3C8S2 Works with families to identify strengths, concerns and goals as part of the assessment and referral process.</p>	<p><input type="checkbox"/> Skill 5.3C8S3 Assists family to make initial contacts with appropriate professionals and/or agencies and collaborates with program staff on strategies to engage and communicate with families about screening, assessment and referral.</p>	<p><input type="checkbox"/> Skill 5.8C8S4 Facilitates family team meetings to review assessment results, generate treatment goals and develop a plan to achieve the goals in accordance with best practices.</p>



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<p>May Be Evidenced By:</p>	<ul style="list-style-type: none"> • Written documentation of observations of preschoolers. • Participation in the referral process. • Supervision notes indicating implementation of IEPs in the classroom. 	<ul style="list-style-type: none"> • Developmental profiles of preschoolers, using observations, anecdotal notes, and formal and informal assessments including formative and summative assessments. • Referral documentation. • Communications with families regarding the referral process. • Curriculum plans showing accommodations and modifications made based on assessment information. 	<ul style="list-style-type: none"> • Assessments of parent/preschooler relationships and attachment. • Documentation of assessments administered. • Reviews of program practices and policies related to referrals and delivery of Part B/619 Services for Preschool-Aged Children within the program. • Documentation of supervision of program staff. 	<ul style="list-style-type: none"> • Advocacy at the program, state and national level. • Documentation of assessment tools developed. • Communications with professionals and the public sector related to assessment. • Interpretations and reports of assessment results. • Analysis of IEPs with recommendations.
<p>Component 4: 5.4 Communication of Documentation and Assessment</p>	<p>Foundational</p>	<p>Intermediate</p>	<p>Advanced</p>	<p>Specialist</p>
<p>Competency 1 (C1): Collaboration and teamwork</p>	<p><input type="checkbox"/> Knowledge 5.4C1K1 Identifies teaching team goals, purposes and outcomes.</p>	<p><input type="checkbox"/> Knowledge 5.4C1K2 Explains the benefits of taking an active role in team functions surrounding children and their families.</p>	<p><input type="checkbox"/> Knowledge 5.4C1K3 Describes the requirements of the leadership role in an assessment team in the evaluation of children.</p>	<p><input type="checkbox"/> Knowledge 5.4C1K4 Knows how to develop and maintain collaborative teams.</p>

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	<input type="checkbox"/> Skill 5.4C1S1 Complies with team’s expectations to work toward the goals, purposes and outcomes in all work with preschoolers.	<input type="checkbox"/> Skill 5.4C1S2 Represents the interest of the preschooler and family in the assessment team.	<input type="checkbox"/> Skill 5.4C1S3 Facilitates the assessment team, invites the appropriate specialists to assist the assessment team, and provides guidance and support for staff members.	<input type="checkbox"/> Skill 5.4C1S4 Collaborates with program staff, families and consultants to support assessment teams in evaluations of preschoolers.
Competency 3 (C3): Confidentiality in child and family assessment	<input type="checkbox"/> Knowledge 5.4C3K1 States the guidelines and rationale behind confidentiality in the context of ethical conduct.	<input type="checkbox"/> Knowledge 5.4C3K2 Describes how to communicate with staff, orally and in writing to respect the family’s confidentiality in all aspects of the assessment process.	<input type="checkbox"/> Knowledge 5.4C3K3 Explains ethical issues regarding confidentiality that may occur through the program’s participation in infant/toddler and family assessment.	<input type="checkbox"/> Knowledge 5.4C3K4 Disseminates policies and procedures that ensure confidentiality within programs.
	<input type="checkbox"/> Skill 5.4C3S1 Protects confidentiality in the context of ethical conduct.	<input type="checkbox"/> Skill 5.4C3S2 Demonstrates respect for confidentiality when relating information to those within the team.	<input type="checkbox"/> Skill 5.4C3S3 Mediates ethical issues regarding confidentiality that may occur during the assessment process.	<input type="checkbox"/> Skill 5.4C3S4 Consults with programs to enhance policies and procedures that ensure confidentiality.

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<p>May Be Evidenced By:</p>	<ul style="list-style-type: none"> • Minutes of team planning meetings attended. • Documentation of professional development in cultural diversity of families and/or ethical conduct guidelines. 	<ul style="list-style-type: none"> • Minutes of family conferences highlighting goals for preschoolers. • Documentation of professional development in communicating with families. • Signed permission forms that permit communication between agencies, program and family. 	<ul style="list-style-type: none"> • Goals/outcomes for program and/or individual preschoolers. • Assessment reports. • Attendance sheets and/or handouts associated with staff trainings that address issues associated with infant/toddler assessment. • Family conference notes. 	<ul style="list-style-type: none"> • Notes from collaborative meetings. • Training curricula. • Sample confidentiality protocols.
<p>Component 5: 5.5 Program Assessment</p>	<p>Foundational</p>	<p>Intermediate</p>	<p>Advanced</p>	<p>Specialist</p>
<p>Competency 1 (C1): Reflection on vision, mission and values</p>	<p><input type="checkbox"/> Knowledge 5.5C1K1 Explains the program’s vision, mission and values are an essential part of improving program quality.</p>	<p><input type="checkbox"/> Knowledge 5.5C1K2 Understands the program elements that support the program’s vision, mission and values.</p>	<p><input type="checkbox"/> Knowledge 5.5C1K3 Describes how integrated assessment procedures throughout the program are necessary to assure the program’s alignment with its vision, mission and values.</p>	<p><input type="checkbox"/> Knowledge 5.5C1K4 Explains how policy, training, data and assessment systems relate to vision, mission and values.</p>
	<p><input type="checkbox"/> Skill 5.5C1S1 Speaks to families regarding the program’s vision, mission and values.</p>	<p><input type="checkbox"/> Skill 5.5C1S2 Participates in program assessment to assure that it supports its vision, mission and values.</p>	<p><input type="checkbox"/> Skill 5.5C1S3 Reviews policies related to the program’s practice to assure alignment with the program’s vision, mission and values.</p>	<p><input type="checkbox"/> Skill 5.5C1S4 Develops policies and training that encourage the use and interpretation of data and assessment in the program.</p>

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Competency 2 (C2): Methods, tools and strategies	<input type="checkbox"/> Knowledge 5.5C2K1 Understands that assessments are used to improve program quality.	<input type="checkbox"/> Knowledge 5.5C2K2 Recognizes appropriate assessment methods, tools and strategies such as NH’s Licensed Plus Standards and NAEYC’s Accreditation Standards to determine if programming addresses all domains of children’s development.	<input type="checkbox"/> Knowledge 5.5C2K3 Describes methods, tools and strategies for determining program accountability through authentic assessment and evaluation.	<input type="checkbox"/> Knowledge 5.5C2K4 Knows how to develop and tailor assessment tools to meet the needs of a program.
	<input type="checkbox"/> Skill 5.5C2S1 Uses checklists, such as the NAEYC Accreditation Criteria for Health Standard to assess the health and safety components of the program.	<input type="checkbox"/> Skill 5.5C2S2 Uses appropriate methods, tools, such as the NH Preschool Outcomes Measurement System (POMS) to critique the program to ensure alignment with developmental assessments of the strengths and needs of each child.	<input type="checkbox"/> Skill 5.5C2S3 Selects and uses tools based on who is being assessed and why the assessment is being conducted. Evaluates tool’s compliance with established criteria and standards.	<input type="checkbox"/> Skill 5.5C2S4 Designs and uses appropriate assessment tools and strategies to evaluate the goals and objectives of the program.
Competency 4 (C4): Continuous quality improvement	<input type="checkbox"/> Knowledge 5.5C4K1 Acknowledges responsibility for improving program quality.	<input type="checkbox"/> Knowledge 5.5C4K2 Knows how to use the information gathered in an assessment process to develop improvement plans.	<input type="checkbox"/> Knowledge 5.5C4K3 Knows how to develop and implement program improvement plans based on program assessments.	<input type="checkbox"/> Knowledge 5.5C4K4 Knows how to develop a continuous quality improvement system for a program.

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	<input type="checkbox"/> Skill 5.5C4S1 Changes practice as needed based on program evaluation information.	<input type="checkbox"/> Skill 5.5C4S2 Uses the information gathered in assessments to develop and implement improvement plans.	<input type="checkbox"/> Skill 5.5C4S3 Monitors ongoing implementation of program improvement plans based on assessment recommendations.	<input type="checkbox"/> Skill 5.5C4S4 Designs continuous quality improvement systems for programs.
May Be Evidenced By:	<ul style="list-style-type: none"> • Documentation of family feedback. • Documentation of changes in practice based on program evaluation information. 	<ul style="list-style-type: none"> • Completed program assessment that aligns with the completed developmental assessments of preschoolers. • Completed improvement plans based on program assessments. 	<ul style="list-style-type: none"> • Policies that align with the program's vision, mission and values. • Completed program evaluations that include staff, family and community participation. • Progress reports regarding implementation of program improvement plan. 	<ul style="list-style-type: none"> • Assessment tools, methods and strategies tailored for individual programs. • Assessment reports that include participation of an array of stakeholders. • Continuous quality improvement system designed for an individual program.



NEW HAMPSHIRE'S PRESCHOOL WORKFORCE SPECIALIZED COMPETENCIES SELF-ASSESSMENT

Use this tool to document your competency and note your action steps for your Professional Development Plan.

Directions: indicate your perceived level of competency using the following scale:

- **F= Foundational** (I mostly meet this level in this competency Competency.)
- **I= Intermediate** (I mostly meet this level in this competency Competency.)
- **A= Advanced** (I mostly meet this level in this competency Competency.)
- **S = Specialist** (I mostly meet this level in this competency Competency.)

Write your action steps for increasing your competency where applicable.

CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
3 CORE KNOWLEDGE AREA: TEACHING AND LEARNING							
Component 1: Relationships and Interactions							
C1) Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C2) Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C3) Knowledge of children, youth and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 2: Curriculum and Environment							
C1) Developmentally appropriate environments and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C2) Evaluation of appropriate equipment and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C3) The significance of play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C4) Emergent curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C6) Design, development and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
3 CORE KNOWLEDGE AREA: TEACHING AND LEARNING							
Component 3: Strategies for Teaching and Learning							
C2) Learning experiences that develop emerging critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C3) Reflective practice to promote positive outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C5) Tools and methods for early education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 4: Individualization							
C3) Theoretical and legal foundations for special supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C4) Adaptations of the environment and curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 5: Cultural Relevance							
C1) Family involvement combined with effective methods of working with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C2) Anti-bias curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
Component 6: Positive Behaviors							
C1) Support for developing executive function	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C2) Appropriate theories and application of guidance combined with pro-social behavior guidance strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C3) Team approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
4 CORE KNOWLEDGE AREA: PROMOTING CHILD GROWTH AND DEVELOPMENT							
Component 1: Children's Learning and Development							
C1) Developmental milestones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C2) Early Learning Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C4) Children with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 3: Health and Safety							
C1) Children's nutrition and wellness combined with health and safety policy development and implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C4) Emergency response and preparedness planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C5) Child abuse and neglect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C6) Child Care Licensing rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 4: Application of Knowledge to Practice							
C4) Learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C5) Culturally responsive early childhood programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
5 CORE KNOWLEDGE AREA: OBSERVING, DOCUMENTING, ASSESSING							
Component 1: Reflective Practice							
C1) Philosophy of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C3) Self-assessment to change practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C4) Classroom action research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 2: Documentation of Curriculum and Learning							
C1) Methods and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C3) Documentation for planning of curriculum and learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 3: Assessment of Children's Development							
C1) Informal and formal assessment tools and methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C2) Systematic assessment of children's learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C5) Assessment as a guide to individualized teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C6) Referral practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C7) IEP processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C8) Family engagement in assessment and referral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
5 CORE KNOWLEDGE AREA: OBSERVING, DOCUMENTING, ASSESSING							
Component 4: Communication of Documentation and Assessment							
C1) Collaboration and teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C3) Confidentially in child and family assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 5: Program Assessment							
C1) Reflection on vision, mission and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C2) Methods, tools and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

