

**COMPETENCY STANDARD FUNCTIONAL AREA ITEM INDICATOR**

**I. To establish and maintain a safe, healthy learning environment**

**1. Safe**

**1.1: Environments are safe for all children and adults.**

1.1.A: Confirms that materials, equipment, and environments are safe

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

1.2.A: Makes sure that procedures for fires, shelter in place, and other emergencies are posted

1.2.B: Stores first-aid supplies and locks up medicines according to local guidelines and makes sure they are accessible to adults only

**1.3: Candidate ensures children's safety at all times.**

1.3.A: Ensures that children are actively supervised by authorized adults at all times based on local ratio guidelines

1.3.B: Teaches children appropriate safety practices

1.3.C: Provides interactive supervision at all times

1.3.D: Confirms that foods that are known choking hazards are not served

**2. Healthy**

**2.1: Children's setting promotes good health.**

2.1.A: Keeps materials, equipment, and environments clean and promotes good health practices.

2.1.B: Ensures disinfecting and sanitizing products are present and stored appropriately based on local guidelines

2.1.C: Appropriately posts and updates relevant health information from staff and families of children while maintaining confidentiality

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

2.2.A: Cleans and sanitizes materials and equipment throughout the day

2.2.B: Uses and enforces correct hand washing procedures based on site and regulatory requirements

2.2.C: Implements sanitary diapering and toileting procedures

**2.3: Candidate encourages children to practice healthy habits.**

2.3.A: Ensures that children wash hands properly, with assistance when needed

2.3.B: Models, communicates and promotes activities that teach the importance of good health to children and families

**2.4: Candidate provides appropriate mealtime experiences.**

2.4.A: Serves nutritious meals and snacks

2.4.B: Facilitates appropriate mealtime experiences

**3. Learning Environment**

**3.1: Environments are developmentally appropriate for young children.**

3.1.A: Maintains a pleasant welcoming environment and provides appropriate levels of stimulation

3.1.B: Sets up environments that intentionally support and are responsive to the developmental needs of each and every child

**3.2: Developmentally appropriate materials are available.**

3.2.A: Provides individual developmentally appropriate materials

3.2.B: Provides a variety of materials for children to explore

	3.2.C: Provides a sufficient number of materials to accommodate the group size
	3.2.D: Organizes materials to be accessible to children throughout the day
	<b>3.3: Daily schedule and weekly plan(s) are developmentally appropriate.</b>
	3.3.A: Designs a schedule that meets both children and program needs for routine
	3.3.B: Designs schedules that meet children's needs for play
	3.3.C: Plans whole group times that are developmentally appropriate
	3.3.D: Plans for a variety of experiences from week to week
	3.3.E: Maintains environment that promotes pleasant naps or quiet times to meet children's needs for rest
	<b>3.4: Candidate's disposition is warm and respectful.</b>
	3.4.A: Creates a nurturing relationship with each child
	<b>3.5: Candidate demonstrates sound judgment in using the posted Weekly Schedule/Daily Plan.</b>
	3.5.A: Follows posted schedule and plan
	3.5.B: Modifies schedule and plan as needed
	<b>3.6: Candidate effectively facilitates transitional times between activities</b>
	3.6.A: Plans and uses a variety of strategies to transition children from one activity to another

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**II. To advance physical and intellectual competence**

	<b>4. Physical</b>
	<b>4.1: Activities, materials and equipment encourage children of varying abilities to develop their large muscles.</b>
	* 4.1.A: Encourages gross motor skills through the selection of developmentally and/or age appropriate materials, equipment and indoor/outdoor activities (Infant and Toddler)
	* 4.1.A: Encourages gross motor skills through the selection of developmentally appropriate materials, equipment and indoor/outdoor activities (Preschool)
	* 4.1.A: Encourages gross motor skills through the selection of developmentally and/or age appropriate materials, equipment and indoor/outdoor activities (Family Child Care)
	<b>4.2: Activities and materials encourage children of varying abilities to develop their small muscles.</b>
	4.2.A: Encourages individual fine motor skills through the selection of a variety of developmentally and/or age appropriate materials and activities
	<b>4.3: Activities and materials encourage children to develop their senses.</b>
	4.3.A: Encourages the development of the five senses through a variety of developmentally appropriate materials and activities that impact the five senses
	<b>4.4: Candidate's facilitation promotes children's physical development.</b>
	4.4.A: Participates in physical activities with children, when appropriate
	4.4.B: Guides and encourages the development of children's fine and gross motor skills
	<b>5. Cognitive</b>
	<b>5.1: Activities encourage curiosity, exploration, and discovery.</b>
	5.1.A: Designs activities that involve developmentally appropriate, hands-on experiences
	<b>5.2: Materials and equipment stimulate children's thinking and problem-solving.</b>
	5.2.A: Selects materials and equipment that provide a variety of opportunities for cognitive development
	5.2.B: Selects materials that are engaging and meaningful to the children
	<b>5.3: Candidate's interactions promote children's thinking and problem solving.</b>
	5.3.A: Facilitates children's thinking and creative problem-solving skills
<b>5.4: Candidate's interactions intentionally build upon children's prior knowledge.</b>	

	5.4.A: Connects new concepts to expand on children's previous experiences
	5.4.B: Supports children's need for repetition of the familiar
<b>6. Communication</b>	
	<b>6.1: Materials promote early literacy.</b>
	6.1.A: Provides age appropriate literacy/storytelling/bookmaking materials
	6.1.B: Provides developmentally appropriate books
	<b>6.2: Activities promote language development.</b>
	6.2.A: Reads to children every day
	6.2.B: Designs activities that advance the development of language acquisition and writing skills
	* 6.2.C: Designs activities that provide frequent opportunities for children to listen, talk and express themselves effectively (Infant and Toddler)
	* 6.2.C: Designs activities that provide frequent opportunities for children to listen, talk and express their ideas effectively (Preschool)
	* 6.2.C: Designs activities that provide frequent opportunities for children to listen, talk and express their ideas effectively (Family Child Care)
	6.2.D: Designs activities that support the needs of dual language learners (when applicable)
	<b>6.3: Candidate reads to children in a developmentally appropriate manner.</b>
	6.3.A: Reads to children engagingly
	<b>6.4: Candidate's interactions encourage children's communication skills.</b>
	6.4.A: Promotes children's language development through her/his verbal and non-verbal communications
	6.4.B: Interacts with children, listening and responding appropriately
	6.4.C: Supports the needs of dual language learners (when applicable)
	<b>6.5: Candidate promotes children's vocabulary development.</b>
	6.5.A: Intentionally provides opportunities for children to learn new words
	6.5.B: Regularly introduces children to more advanced vocabulary
<b>7. Creative</b>	
	<b>7.1: Activities and materials encourage children to express themselves through the visual arts.</b>
	7.1.A: Provides art materials and activities for children daily
	<b>7.2: Activities and materials encourage children to dance, move and develop their musical abilities.</b>
	7.2.A: Provides music and dance/movement materials and activities for children daily
	<b>7.3: Activities and materials encourage children to develop their imaginations.</b>
	7.3.A: Provides dramatic play materials and activities for children daily
	<b>7.4: Candidate promotes individual expression and creativity.</b>
	7.4.A: Encourages creative self-expression in children's activities
	7.4.B: Facilitates child directed open ended creative experiences
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<b>III. To support social and emotional development and to provide positive guidance</b>	
<b>8. Self</b>	
	<b>8.1: Children's environments support the development of positive self-concepts.</b>
	8.1.A: Designs spaces and activities that help each child develop a sense of identity and worth
	8.1.B: Selects materials that provide children opportunities to experience success

	<b>8.2: Candidate's interactions help children develop positive self-concepts.</b>
	8.2.A: Respects the individuality of each child
	8.2.B: Shows sensitivity to and acceptance of each child's feelings and needs
	<b>8.3: Candidate encourages children to develop a sense of independence.</b>
	8.3.A: Encourages children's self-help/self-regulation skills while being respectful of family preferences and cultural differences
	8.3.B: Ensures that toileting is a developmentally appropriate and a positive experience for children
	8.3.C: Promotes each child's growing sense of autonomy
<b>9. Social</b>	
	<b>9.1: The classroom environment provides opportunities for children to practice cooperation.</b>
	9.1.A: Selects materials, equipment and activities that help children experience working and playing in harmony
	<b>9.2: A non-biased environment is provided.</b>
	9.2.A: Selects diverse activities, materials, curricula and/or events that reflect multiple cultural groups, ethnicities, and family structures
	<b>9.3: Candidate promotes children's sense of belonging in the classroom community.</b>
	9.3.A: Encourages children's social interactions
	9.3.B: Models appropriate social interactions
	<b>9.4: Candidate helps children experience sympathy/empathy and respect for others.</b>
	9.4.A: Helps children understand their feelings and the feelings of others
	9.4.B: Discusses diversity comfortably when interacting with children
<b>10. Guidance</b>	
	<b>10.1: Spaces and materials are arranged to promote interactions and limit disruptive behaviors.</b>
	10.1.A: Designs spaces and materials that anticipate children's behavioral and developmental needs
	<b>10.2: Candidate proactively implements methods for preventing behavioral problems.</b>
	10.2.A: Acknowledges and encourages positive behaviors
	10.2.B: Models appropriate behaviors
	* 10.2.C: Provides clear, consistent limits and expectations (Infant and Toddler)
	* 10.2.C: Provides firm, consistent limits and expectations (Preschool)
	* 10.2.C: Provides clear and firm, consistent limits and expectations (Family Child Care)
	10.2.D: Uses effective classroom management techniques
	* 10.2.E: Helps children learn to articulate and/or express their emotions and how to appropriately respond in challenging situations (Infant and Toddler)
	* 10.2.E: Helps children learn to articulate their emotions and practice how to respond in challenging situations (Preschool)
	* 10.2.E: Helps children learn to articulate and/or express their emotions and how to appropriately respond in challenging situations (Family Child Care)
	<b>10.3: Candidate uses positive techniques when reacting to children's challenging behaviors.</b>
	10.3.A: Places emphasis on the development of self-discipline/self-regulation
	10.3.B: Responds appropriately to challenging behaviors in a consistent and calm manner
	10.3.C: Uses appropriate techniques to address negative behaviors

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**IV: To establish positive and productive relationships with families**

**11. Families**

		<b>11.1: Various opportunities to appreciate and communicate with children's families are included as part of the regular program.</b>
		11.1.A: Designs room displays and materials that demonstrate respect for various communities, cultural groups and families
		11.1.B: Communicates and distributes information to families effectively and respectfully
		<b>11.2: Candidate appreciates the uniqueness of each family.</b>
		11.2.A: Welcomes and respects every family
		<b>11.3: Candidate partners with families to support the needs of their children.</b>
		11.3.A: Collaborates and works directly with each family
		11.3.B: Maintains and encourages open communication with families
		<b>11.4: Candidate helps families understand and support the healthy growth and development of their child.</b>
		11.4.A: Provides information and opportunities to help families meet their child's developmental needs
		11.4.B: Determines when to engage/refer community social services and health and education resources
		11.4.C: Recommends activities families can do at home that support their child's development

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<b>V. To ensure a well-run, purposeful program that is responsive to participant needs</b>			
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	<b>12. Program Management</b>	
		<b>12.1: Candidate observes, documents and assesses each child's developmental/educational progress.</b>
		12.1.A: Objectively observes and records information about children's behaviors and learning
		12.1.B: Analyzes and assesses multiple sources of evidence in order to set appropriate developmental goals for each child/group, planning curriculum accordingly
		<b>12.2: Candidate adheres to regulatory requirements and program policies.</b>
		12.2.A: Adheres to current local child care regulations and program policies
		12.2.B: Adheres to Mandated Reporting requirements related to abuse and neglect
		12.2.C: Maintains current records on children's health, safety and behavior
		<b>12.3: Candidate maintains effective professional relationships.</b>
		12.3.A: Establishes cooperative interpersonal relationships with coworkers, colleagues, volunteers and supervisors

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<b>VI: To maintain a commitment to professionalism</b>			
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	<b>13. Professionalism</b>	
		<b>13.1: Candidate commits to highest standards for professional practices.</b>
		13.1.A: Protects the confidentiality of information about children, their families and the child care program
		13.1.B: Conducts her/himself in a professional manner at all times
		<b>13.2: Candidate works with other professionals and families to communicate the needs of children and families to decision makers.</b>
		13.2.A: Advocates for the needs of children and families
		<b>13.3: Candidate takes advantage of opportunities to continue professional growth.</b>
		13.3.A: Learns about new laws and regulations affecting child care, children, and families
		13.3.B: Engages in opportunities for professional and personal development and continued education