

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	
		3.3: Daily schedule and weekly plan(s) are developmentally appropriate.	
		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	
		3.4: Candidate's disposition is warm and respectful.	
		3.4.A: Creates a nurturing relationship with each child	
		3.5: Candidate demonstrates sound judgment in using the posted Weekly Schedule/Daily Plan.	
		3.5.A: Follows posted schedule and plan	
		3.5.B: Modifies schedule and plan as needed	
		3.6: Candidate effectively facilitates transitional times between activities	
		3.6.A: Plans and uses a variety of strategies to transition children from one activity to another	
COMPETENCY STANDARD FUNCTIONAL AREA ITEM INDICATOR			
II. To advance physical and intellectual competence			
	4. Physical	4.1: Activities, materials and equipment encourage children of varying abilities to develop their large muscles.	
		* 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)	
		4.2: Activities and materials encourage children of varying abilities to develop their small muscles.	
		4.2.A: Encourages individual fine motor skills through the selection of a variety of developmentally and/or age appropriate materials and activities	
		4.3: Activities and materials encourage children to develop their senses.	
		4.3.A: Encourages the development of the five senses through a variety of developmentally appropriate materials and activities that impact the five senses	
		4.4: Candidate’s facilitation promotes children’s physical development.	
		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	
		5. Cognitive	5.1: Activities encourage curiosity, exploration, and discovery.
			5.1.A: Designs activities that involve developmentally appropriate, hands-on experiences
	5.2: Materials and equipment stimulate children’s thinking and problem-solving.		
	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		
	5.3: Candidate’s interactions promote children’s thinking and problem solving.		
	5.3.A: Facilitates children’s thinking and creative problem-solving skills		
	5.4: Candidate's interactions intentionally build upon children's prior knowledge.		

		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
	6. Communication	
		6.1: Materials promote early literacy.
		6.1.A: Provides age appropriate literacy/storytelling/bookmaking materials
		6.1.B: Provides developmentally appropriate books
		6.2: Activities promote language development.
		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)
		6.3: Candidate reads to children in a developmentally appropriate manner.
		6.3.A: Reads to children engagingly
		6.4: Candidate's interactions encourage children's communication skills.
		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)
		6.5: Candidate promotes children's vocabulary development.
		6.5.A: Intentionally provides opportunities for children to learn new words
		6.5.B: Regularly introduces children to more advanced vocabulary
	7. Creative	
		7.1: Activities and materials encourage children to express themselves through the visual arts.
		7.1.A: Provides art materials and activities for children daily
		7.2: Activities and materials encourage children to dance, move and develop their musical abilities.
		7.2.A: Provides music and dance/movement materials and activities for children daily
		7.3: Activities and materials encourage children to develop their imaginations.
		7.3.A: Provides dramatic play materials and activities for children daily
		7.4: Candidate promotes individual expression and creativity.
		7.4.A: Encourages creative self-expression in children's activities
		7.4.B: Facilitates child directed open ended creative experiences
COMPETENCY STANDARD FUNCTIONAL AREA ITEM INDICATOR		
III. To support social and emotional development and to provide positive guidance		
	8. Self	
		8.1: Children's environments support the development of positive self-concepts.
		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

		8.2: Candidate's interactions help children develop positive self-concepts.	
		8.2.A: Respects the individuality of each child	
		8.2.B: Shows sensitivity to and acceptance of each child's feelings and needs	
		8.3: Candidate encourages children to develop a sense of independence.	
		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	
	9. Social	9.1: The classroom environment provides opportunities for children to practice cooperation.	
		9.1.A: Selects materials, equipment and activities that help children experience working and playing in harmony	
		9.2: A non-biased environment is provided.	
		9.2.A: Selects diverse activities, materials, curricula and/or events that reflect multiple cultural groups, ethnicities, and family structures	
		9.3: Candidate promotes children's sense of belonging in the classroom community.	
		9.3.A: Encourages children's social interactions	
		9.3.B: Models appropriate social interactions	
		9.4: Candidate helps children experience sympathy/empathy and respect for others.	
		9.4.A: Helps children understand their feelings and the feelings of others	
	9.4.B: Discusses diversity comfortably when interacting with children		
	10. Guidance	10.1: Spaces and materials are arranged to promote interactions and limit disruptive behaviors.	
		10.1.A: Designs spaces and materials that anticipate children's behavioral and developmental needs	
		10.2: Candidate proactively implements methods for preventing behavioral problems.	
		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)			
10.3: Candidate uses positive techniques when reacting to children's challenging behaviors.			
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			

		11.1: Various opportunities to appreciate and communicate with children's families are included as part of the regular program.
		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
		11.2: Candidate appreciates the uniqueness of each family.
		11.2.A: Welcomes and respects every family
		11.3: Candidate partners with families to support the needs of their children.
		11.3.A: Collaborates and works directly with each family
		11.3.B: Maintains and encourages open communication with families
		11.4: Candidate helps families understand and support the healthy growth and development of their child.
		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
COMPETENCY STANDARD FUNCTIONAL AREA ITEM INDICATOR		
V. To ensure a well-run, purposeful program that is responsive to participant needs		
	12. Program Management	12.1: Candidate observes, documents and assesses each child's developmental/educational progress.
		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
		12.2: Candidate adheres to regulatory requirements and program policies.
		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
		12.3: Candidate maintains effective professional relationships.
		12.3.A: Establishes cooperative interpersonal relationships with coworkers, colleagues, volunteers and supervisors
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VI: To maintain a commitment to professionalism		
	13. Professionalism	13.1: Candidate commits to highest standards for professional practices.
		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
		13.2: Candidate works with other professionals and families to communicate the needs of children and families to decision makers.
		13.2.A: Advocates for the needs of children and families
		13.3: Candidate takes advantage of opportunities to continue professional growth.
		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