



Hawai'i Careers With Young Children

Attitudes, Skills and Knowledge

**For Early Care and Education Practitioners
Center Based (Birth - 5 years old)**

INTRODUCTION TO ATTITUDES, SKILLS & KNOWLEDGE

The Early Childhood Career Development System in Hawai'i is anchored by two foundations: the ASK Core Areas and the *Framework for Career Development in Early Care and Education* (the Framework). This document comprises the ASK Core Areas for center-based practitioners working with children from birth to age 5. The Framework may be found on page 2.

The ASK Core Areas are intended to support improvement of quality in early childhood programs by clearly articulating best practice for teachers and caregivers of young children. The ASK Core Areas are standards for competent practice. They identify what early care and education (ECE) practitioners must know, be able to do, and care about doing in their work with young children.

How the ASK Core Areas are organized

Standards are grouped in ten content areas:

Growth and Development.....	page 3
Professionalism.....	page 6
Diversity.....	page 10
Observation and Assessment.....	page 13
Health, Safety and Nutrition	page 16
Relationships and Guidance	page 19
Learning Environments	page 23
Planning Learning Experiences.....	page 26
Working With Families.....	page 31
Program Management.....	page 35

Each area begins with a rationale for why it is important and a summary statement. The areas are further broken down into three to seven statements that describe the attitude, skill or knowledge that an ECE practitioner must demonstrate. The statements are followed by indicators or examples of what the ASK Core Areas looks like in practice. Each ASK Core Area, statement and indicator is coded for easy reference. For example, the area of Growth and Development appears as "GD." The ASK Core Area statements are numbered consecutively, 1, 2, and so on. The indicators under each

Example

GD

1. Competent early childhood practitioners know and understand principles and milestones of development and learning. They. . .

1.1 Recognize the milestones that indicate different stages of development.

statement are numbered as 1.1, 1.2 and so on. See the example.

Next, the degree to which a practitioner must demonstrate the ASK Core Area is indicated on the following scale: Has awareness, demonstrates with supervision; understands, demonstrates independently; articulates clearly, teaches to others. The scale is applied to the six levels of the Framework.

For example, for the first ASK Core Area in the area of Growth and Development, Principles and Milestones of Development and Learning, the scale shows that practitioners at Framework Levels 1 and 2 need awareness, at Level 3 they must demonstrate that they understand, and at Levels 4 – 6, practitioners must be able to articulate the milestones and teach them to others. The ASK Core Areas also provide space for practitioners to rate themselves and to make notes for each indicator.

How the ASK Core Areas are used

The ASK Core Areas are meant to be a tool to guide individuals and programs in working toward the best possible outcomes for children who attend early childhood programs. The ASK Core Areas are used by the Registry, practitioners, directors, trainers, and higher education instructors. The Registry uses the ASK Core Areas to establish training requirements for Framework levels. Practitioners use the ASK Core Areas to assess their training needs and to help document their competency. Directors use the ASK Core Areas to evaluate staff performance, and to create individualized training plans or staff development plans for the entire program. Trainers and higher education instructors use the ASK Core Areas to design community-based and college credit training that supports pre-service and in-service practitioners in their professional development. For more information call the Registry at 808-531-5502 or email Registry@goodbeginnings.org.



FRAMEWORK FOR EARLY CARE & EDUCATION PRACTITIONERS

EDUCATIONAL LEVEL	TRAINING IN ASK CORE AREA		WORK EXPERIENCE	LEVEL
	COLLEGE CREDITS	APPROVED TRAINING		
Master's/Advanced Degree	45 credits	or 675 hours	Practicum or Field Training 3 years full-time OR 4 years part-time (6000 hours in 48 months)	6.3
	30 credits	or 450 hours		6.2
	21 credits	or 315 hours		6.1
Bachelor's/Advanced Degree	30 credits	or 450 hours	Practicum or Field Training 2 years full-time OR 3 years part-time (4000 hours in 36 months)	5.3
	21 credits	or 315 hours		5.2
	12 credits	or 180 hours		5.1
Associate Degree or 60 credits in a degree program	30 credits	or 450 hours	Practicum or Field Training 2 years full-time OR 3 years part-time (4000 hours in 36 months)	4.3
	21 credits	or 315 hours		4.2
	12 credits	or 180 hours		4.1
High School Diploma/ GED	30 credits	or 450 hours	Field Training 1 year full-time OR 2 years part-time (2000 hours in 24 months)	3.3
	21 credits	or 315 hours		3.2*
	12 credits	or 180 hours		3.1
CDA or NAFCC Credential	12 credits	or 180 hours	9 months full-time OR 2 years part-time (1500 hours in 24 months)	2.3
	9 credits	or 135 hours		2.2
	8 credits	or 120 hours		2.1
High School Diploma/ GED	9 credits	or 135 hours	9 months full-time OR 2 years part-time (1500 hours in 24 months)	1.4
	6 credits	or 90 hours	6 months full-time OR 1 year part-time (100 hours in 12 months)	1.3
	3 credits	or 45 hours	6 months (500 hours)	1.2
	Completes an approved orientation training & have a certification in infant/child first aid, as stated in the additional requirements		No experience required	1.1
Meets licensing requirements for job role				ENTRY

ADDITIONAL REQUIREMENTS

- Must be at least 18 years old.
- Must be certified in infant/child first aid, including rescue breathing and first aid for choking, except at the entry level and those not in settings with children.

MAINTAINING

- 15 hours approved training per year OR 45 hours approved training or 3 credits over 3 years and
- Starting at Level 2.3 you must accumulate 5 Voluntary Professional Development Units every 3 years in at least two arenas.

NOTES:

- Level 2 is designed specific to the requirements of the Child Development Associate (CDA)
⇒ Level 2.1 considers those CDA candidates that have completed the formal training portion and are finishing the other requirements

* Level 3.2 is the equivalent to the requirements of a Montessori Associate Credential (MAC)



Attitudes, Skills and Knowledge

Growth and Development

GROWTH & DEVELOPMENT

RATIONALE:

Knowledge of child development is the foundation upon which good practice in early childhood education and care is based.

SUMMARY STATEMENT:

The competent early childhood practitioner understands and applies knowledge of human development in relationships with young children and families and to the design of environments and learning experiences.

	Framework Level	1	2	3	4	5	6	Self	Comments
GD	Principles & Milestones of Development and Learning								
1	Competent early childhood practitioners know and understand principles and milestones of development and learning. They...								
1.1	Recognize the milestones that indicate different stages of development.		○	○	⊙	●	●	●	
1.2	Understand that areas of development are interconnected.		○	○	⊙	●	●	●	
1.3	Know that young children learn through direct experiences.		○	⊙	●	●	●	●	
1.4	Identify whether or not a child's skills, behavior and development are similar to those of most children of the same age.		○	○	⊙	⊙	●	●	
1.5	Identify the unique patterns which distinguish typical from atypical development.		○	○	⊙	⊙	●	●	
1.6	Understand that developmental variations and disabilities have an impact on growth and learning.		○	○	⊙	⊙	●	●	

Framework Level							1	2	3	4	5	6	Self	Comments	
GD Development in the Context of Family, Culture & Society															
2 Competent early childhood practitioners appreciate that children are best understood in the context of family, culture and society and know that individual development is influenced by particular circumstances. They...															
2.1	Appreciate the impact of family, culture, heredity and environment on each child's development.														
2.2	Recognize the role of adults in supporting children's development.														
2.3	Know the critical role of early experience and the importance of early childhood education and care to children's healthy development.														
2.4	Understand that stress and trauma have developmental consequences and that supportive relationships play a crucial role as children cope with these situations.														

Framework Level							1	2	3	4	5	6	Self	Comments	
GD Practice Based on Knowledge of Child Development															
3 Competent early childhood practitioners use knowledge of child development as the foundation for practice. They...															
3.1	Base relationships and guidance practices on child development principles.														
3.2	Design learning experiences based on child development principles.														
3.3	Design learning environments and schedules based on child development principles.														

Framework Level							1	2	3	4	5	6	Self	Comments	
GD Principles & Stages of Adult Development															
4 Competent early childhood practitioners know and understand principles and stages of adult development . They...															
4.1	Apply knowledge of adult development to work with families.														
4.2	Apply knowledge of adult development to work with other professionals.														



Attitudes, Skills and Knowledge

Professionalism

PROFESSIONALISM

RATIONALE:

Because of the critical impact of the early years on later development, it is essential that early childhood practitioners be dedicated to supporting young children and their families and committed to doing their work in a professional manner.

SUMMARY STATEMENT:

The competent early childhood practitioner performs his or her job well, has cooperative relationships with colleagues and other professionals, is committed to growing in skill and competence, behaves ethically and advocates for children and families.

	Framework Level	1	2	3	4	5	6	Self	Comments
PRO Job Performance									
1	Competent early childhood practitioners provide good programs for children and families through quality job performance . They...								
1.1	Are reliable and punctual.		○	◎	◎	●	●	●	
1.2	Maintain appropriate appearance and behavior for their role and setting.		○	◎	◎	●	●	●	
1.3	Follow through on commitments.		○	◎	◎	●	●	●	
1.4	Represent the program and the field positively in the community.		○	○	◎	●	●	●	

	Framework Level	1	2	3	4	5	6	Self	Comments
PRO Collegial Relationships									
2	Competent early childhood practitioners maintain collegial relationships with co-workers and other professionals in order to facilitate services for children and families. They...								
2.1	Work cooperatively as a member of a team.		○	◎	◎	●	●	●	
2.2	Communicate clearly with co-workers and other professionals.		○	◎	◎	●	●	●	
2.3	Relate respectfully with co-workers and other professionals.		○	◎	◎	●	●	●	
2.4	Work collaboratively with other professionals.		○	○	◎	●	●	●	
2.5	Address problems and concerns constructively.		○	○	◎	●	●	●	

		Framework Level	1	2	3	4	5	6	Self	Comments
PRO Commitment To Increased Awareness, Skill & Knowledge 3 Competent early childhood practitioners understand the field of early childhood education and care and are committed to increasing their awareness, skill and knowledge . They...										
3.1	Are familiar with the range and forms of early education and care programs.		<input type="radio"/>	<input checked="" type="radio"/>						
3.2	Know about the history and philosophy of early education and care.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.3	Are informed about current issues and trends in early education and care.				<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.4	Have a well-articulated philosophy of early education and care.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.5	Value learning as a life-long process.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.6	Seek feedback and reflect on practice as a basis for improvement.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.7	Participate in professional development activities.		<input type="radio"/>	<input checked="" type="radio"/>						
3.8	Participate in early childhood professional organizations.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.9	Facilitate the professional growth of others in a variety of ways including: offering workshops, serving on boards and committees, and being a mentor to others.				<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

	Framework Level	1	2	3	4	5	6	Self	Comments
PRO Ethical Behavior									
4	Competent early childhood practitioners behave ethically . They...								
4.1	Meet all legal responsibilities particularly those regarding child abuse and neglect.	<input type="radio"/>	<input checked="" type="radio"/>						
4.2	Are familiar with regulations and standards that are relevant to their programs.	<input type="radio"/>	<input checked="" type="radio"/>						
4.3	Use the NAEYC code of ethical conduct (or other ethical code, when appropriate).		<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
4.4	Distinguish between personal and professional values, morality, and professional ethics.		<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
4.5	Maintain confidentiality of information related to children, families, co-workers, and program.	<input type="radio"/>	<input checked="" type="radio"/>						

	Framework Level	1	2	3	4	5	6	Self	Comments
PRO Advocacy									
5	Competent early childhood practitioners <i>advocate</i> for needed and quality programs and services for children and families. They...								
5.1	Articulate the significance of the early years and the value of early childhood education and care programs to families and in the community.	<input type="radio"/>	<input checked="" type="radio"/>						
5.2	Work to make program practices and policies responsive and appropriate for children and families.	<input type="radio"/>	<input checked="" type="radio"/>						
5.3	Recognize the value of advocacy in improving programs and services for children and families.	<input type="radio"/>	<input checked="" type="radio"/>						
5.4	Know strategies and resources for effective advocacy.		<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
5.5	Understand that national, state and local policies and legislation effect children and families and the field.	<input type="radio"/>	<input checked="" type="radio"/>						



Attitudes, Skills and Knowledge

Diversity

DIVERSITY

RATIONALE:

Children thrive in an environment where their individuality is supported and they are understood in the context of their family and culture.

SUMMARY STATEMENT:

The competent early childhood practitioner respects the diversity of the children and families with whom they work and recognizes and appreciates their shared commonalities.

		Framework Level	1	2	3	4	5	6	Self	Comments	
DIV	Respect for Children & Families										
1	Competent early childhood practitioners respect and accept individual children and their families. They...										
1.1	Respect and are sensitive to diversity among groups of people in society and among the children and families in their program.	○	◎	◎	●	●	●				
1.2	Respect individual race, gender, ability, age, language, family, culture, ethnicity, socio-economic status, religion, values and beliefs.	○	◎	◎	●	●	●				
1.3	Accept a variety of beliefs and values without compromising their program's philosophy.	○	○	◎	●	●	●				
1.4	Recognize and appreciate the commonalities that are shared among staff, children and families.	○	○	◎	●	●	●				

Framework Level							1	2	3	4	5	6	Self	Comments	
DIV Acceptance of Individuality and Teaching Tolerance 2 Competent early childhood practitioners understand and accept individual characteristics of children and families and know how to help children become accepting and tolerant of others. They...															
2.1	Know and use accurate information about the diverse characteristics of children and families in their programs.														
								○	⊙	⊙	●	●			
2.2	Understand the development of attitudes, preferences, and prejudice among children.														
								○	⊙	⊙	●	●			
2.3	Actively teach tolerance and respect for differences to young children.														
								○	○	⊙	⊙	●	●		

Framework Level							1	2	3	4	5	6	Self	Comments	
DIV Respect for Human Diversity 3 Competent early childhood practitioners demonstrate respect for human diversity in all aspects of their program. They...															
3.1	Acknowledge children of all backgrounds and abilities as valuable individuals and contributing members of the group.														
								⊙	⊙	●	●	●	●		
3.2	Consider the family's values, beliefs, and individual needs in making program decisions.														
								○	⊙	⊙	●	●			
3.3	Support children in developing positive attitudes toward human differences.														
								○	○	⊙	⊙	●	●		
3.4	Implement strategies to counteract stereotypes and biases in children.														
								○	⊙	⊙	●	●			



Attitudes, Skills and Knowledge

Observation and Assessment

OBSERVATION AND ASSESSMENT

RATIONALE:

Observation and assessment are essential tools that enable early childhood practitioners to understand children and improve practice.

SUMMARY STATEMENT:

The competent early childhood practitioner uses observation and assessment to understand children, inform practice and communicate with families and other professionals.

		Framework Level	1	2	3	4	5	6	Self	Comments
OA	Observation & Assessment To Understand Children									
1	Competent early childhood practitioners use observation and assessment as tools to understand children. They...									
1.1	Use observation to understand the characteristics, abilities, and needs of children.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
1.2	Recognize the important role of observation and assessment in early childhood programs.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
1.3	Observe and assess children regularly, systematically and objectively.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
1.4	Observe with sensitivity to diversity in culture, language, ability, experience and environment.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
1.5	Select methods of assessment that are appropriate for the culture, language, ability, experience and environment of the children.				<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
1.6	Ensure that families are included in both formal and informal assessment processes.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
1.7	Systematically organize information about children through methods such as portfolios.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

		Framework Level	1	2	3	4	5	6	Self	Comments
OA	Observation & Assessment Guides Practice									
2	Competent early childhood practitioners use observation and assessment to guide practice . They...									
2.1	Build relationships with children and select guidance strategies based on observation.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.2	Use observation to plan, implement and evaluate programs.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.3	Carefully observe children's responses to planned and spontaneous learning experiences.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.4	Use observation to assess plans, suggest modifications and plan future learning experiences.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.5	Document children's learning with varied techniques including anecdotal records and portfolios.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.6	Work with other professionals and families to develop and implement IEP's (Individualized Educational Plan) and IFSP's (Individualized Family Service Plan) for children with special needs.				<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.7	Identify appropriate and inappropriate uses of assessment methods including standardized testing.				<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

		Framework Level	1	2	3	4	5	6	Self	Comments
OA	Information Management									
3	Competent early childhood practitioners share information from observations and assessments with families and other professionals on behalf of children. They...									
3.1	Use a positive and supportive manner when sharing information about children with families.		<input type="radio"/>	<input checked="" type="radio"/>						
3.2	Share information about children with other professionals when appropriate.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.3	Take into account the negative effects of labeling when discussing children with families and other professionals.		<input type="radio"/>	<input checked="" type="radio"/>						
3.4	Use observation and assessment in collaboration with families and other professionals to identify children for early provision of specialized services.				<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.5	Maintain confidentiality of observations and assessments.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		



Attitudes, Skills and Knowledge

Health, Safety and Nutrition

HEALTH, SAFETY & NUTRITION

RATIONALE:

Children’s growth, learning and overall well-being are dependent on a safe and healthy physical and psychological environment & on sound nutrition.

SUMMARY STATEMENT:

The competent early childhood practitioner supports the well-being of young children by meeting their health, safety and nutrition needs.

		Framework Level	1	2	3	4	5	6	Self	Comments
HSN	Health, Safety & Nutrition Policies & Practices									
1	Competent early childhood practitioners implement program policies and practices to meet children’s health, safety and nutrition needs. They...									
1.1	Make sure that children are supervised at all times.		⊙	⊙	●	●	●	●		
1.2	Maintain a safe & sanitary indoor and outdoor learning environment.		○	⊙	●	●	●	●		
1.3	Match health, safety & nutrition practices to children’s developmental stage & individual needs.		○	○	⊙	●	●	●		
1.4	Ensure that children have free access to drinking water and toilets.		⊙	⊙	●	●	●	●		
1.5	Do not withhold food from children as punishment.		⊙	⊙	●	●	●	●		
1.6	Implement universal precautions.		⊙	⊙	●	●	●	●		
1.7	Ensure that the food program meets the nutritional needs of each child.		○	○	⊙	●	●	●		
1.8	Respond to emergency care situations appropriately.		○	⊙	●	●	●	●		
1.9	Recognize the signs & symptoms of childhood diseases and physical, sexual, & psychological abuse or neglect and take appropriate action.		○	○	⊙	●	●	●		
1.10	Maintain children’s health and immunization records.			○	⊙	●	●	●		
1.11	Maintain the confidentiality of health records & health information.		○	⊙	●	●	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
HSN	Health, Safety & Nutrition Practices for Diverse Families									
2	Competent early childhood practitioners implement health, safety and nutrition practices with sensitivity to diverse families. They...									
2.1	Involve families in developing health & safety policies and practices.				☉	●	●	●		
2.2	Are sensitive to food preferences & practices of individual families.		○	☉	☉	●	●	●		
2.3	Consult with families regarding individual child health needs (particularly those children who are medically fragile or disabled) and assure that needs are met within the setting.			○	☉	●	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
HSN	Health, Safety & Nutrition Pedagogy									
3	Competent early childhood practitioners provide active learning experiences for children which develop self-help skills and understanding of health, safety and nutrition. They...									
3.1	Model good health, safety & nutrition practices.		☉	☉	☉	●	●	●		
3.2	Support children in following safety, health & nutrition practices.		☉	☉	☉	●	●	●		
3.3	Support children in learning and following healthy handwashing practices.		☉	☉	☉	●	●	●		
3.4	Create active learning opportunities that help young children understand health, safety & nutrition.				○	☉	●	●		
3.5	Know and rehearse evacuation and other safety procedures with children & adults.		○	○	☉	●	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
HSN	Resources & Support Services									
4	Competent early childhood practitioners make community resources and health support services available through their early childhood program. They...									
4.1	Facilitate appropriate health screenings for young children.				☉	☉	●	●		
4.2	Keep a file of community and health resources and make this information available to families.				☉	☉	●	●		
4.3	Facilitate provision of needed services to medically fragile children and those with special needs.			○	☉	☉	●	●		



Attitudes, Skills and Knowledge

Relationships and Guidance

RELATIONSHIPS AND GUIDANCE

RATIONALE:

Relationships are the foundation of young children’s emotional health and well being and determine how they experience early education and care.

SUMMARY STATEMENT:

The competent early childhood practitioner establishes positive relationships with children and families, communicates with respect, and uses guidance practices that foster self-esteem, self-reliance and constructive behavior.

		Framework Level	1	2	3	4	5	6	Self	Comments
RG	Positive & Nurturing Relationships									
1	Competent early childhood practitioners create positive and nurturing relationships with each child in their care. They...									
1.1	Value each child as an individual.		☉	☉	☉	●	●	●		
1.2	Build a positive relationship with each child.		☉	☉	☉	●	●	●		
1.3	Support individual strengths and interests.		○	○	☉	●	●	●		
1.4	Respond in a nurturing, accepting manner to individual differences.		○	○	☉	●	●	●		
1.5	Accept differences in behavior as influenced by age and stage of development, family background, culture, ability and temperament.		○	○	☉	●	●	●		
1.6	Affirm each child’s cultural, linguistic, developmental, and individual identity.		○	○	☉	●	●	●		
1.7	Maintain a nurturing emotional climate that provides security for children and families.		○	○	☉	☉	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
RG	Guidance Practices to Meet the Needs of Children									
2	Competent early childhood practitioners select guidance practices and group management strategies that meet the particular needs of children individually and in groups. They...									
2.1	Work with families to enhance understanding of children's needs and appropriate guidance practices.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.2	Use respectful and positive guidance practices with sensitivity to children.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.3	Support appropriate independence.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.4	Help children develop inner controls and self-motivation.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.5	Foster the growth of positive self-concept.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.6	Encourage prosocial behavior.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.7	Support interactions and relationships between children.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

		Framework Level	1	2	3	4	5	6	Self	Comments
RG	Communication with Children									
3	Competent early childhood practitioners know how to communicate with children skillfully. They...									
3.1	Value and enjoy communication with children.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.2	Listen to children.		<input type="radio"/>	<input checked="" type="radio"/>						
3.3	Communicate respectfully with children.		<input type="radio"/>	<input checked="" type="radio"/>						
3.4	Respond sensitively to differences in individual children's communication styles.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.5	Speak to children positively, frequently and individually.		<input type="radio"/>	<input checked="" type="radio"/>						

Framework Level							1	2	3	4	5	6	Self	Comments	
RG	Positive Relationships with Families														
4	Competent early childhood practitioners build <i>positive relationships with children's families</i> . They...														
4.1	Communicate respect for the values, ideas and expectations of families including differences in interaction styles and guidance practices.								<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4.2	Listen to and communicate positively with family members.								<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4.3	Work cooperatively with family members to support and address individual children's behavior.								<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		



Attitudes, Skills and Knowledge

Learning Environment

LEARNING ENVIRONMENT

RATIONALE:

The environment creates the context for learning and sends powerful messages to children about who they are and how they can interact with people and materials.

SUMMARY STATEMENT:

The competent early childhood practitioner creates and adapts a learning environment and schedule that supports the development of particular children and groups of children, reflects their background, and responds to their changing needs and abilities.

		Framework Level	1	2	3	4	5	6	Self	Comments
ENV	Environmental Design									
1	Competent early childhood practitioners create safe, predictable, appropriate, flexible, orderly and aesthetic environments that support children's learning and development. They...									
1.1	Design a learning environment that is safe and easily supervised.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
1.2	Design, maintain, assess, and modify the indoor and outdoor learning environment on a regular basis.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
1.3	Structure the learning environment to provide for individual, small group, and large group activities as appropriate to development.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
1.4	Design an environment that supports relationships, child-choice and independence, problem-solving, creativity and imaginative play.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

		Framework Level	1	2	3	4	5	6	Self	Comments
ENV	Appropriate Environments									
2	Competent early childhood practitioners design environments that reflect the diverse characteristics and needs of children and support their learning and development. They...									
2.1	Reflect children's diverse abilities, cultures, families, circumstances and communities in the environment.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.2	Provide opportunities for many kinds of learning experiences in the indoor and outdoor environment.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.3	Modify learning environments to serve the needs of children with varying abilities.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

		Framework Level	1	2	3	4	5	6	Self	Comments
ENV	Schedules, Routines & Transitions									
3	Competent early childhood practitioners design schedules, routines and transitions to reflect the characteristics and needs of children and support their growth and overall well-being. They...									
3.1	Plan for, assess, and modify the schedule on a regular basis.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.2	Provide daily opportunities for inside and outside activity and for quiet and active play.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>						
3.3	Plan for and implement routines and transitions with sensitivity to children.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>						
3.4	Provide large blocks of time for children to select and initiate activities indoors and outdoors each day.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>						
3.5	Design the schedule to include individual, small group, & large group activities as appropriate to development.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>						

		Framework Level	1	2	3	4	5	6	Self	Comments
ENV	Materials & Equipment									
4	Competent early childhood practitioners support children's learning and development by providing appropriate materials and equipment . They...									
4.1	Select, create and provide materials and equipment to support all areas of learning and development.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
4.2	Select, evaluate, and change materials on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>						
4.3	Reflect children's development, diversity of ability, culture, families, circumstances and community in the selection and use of materials.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>						
4.4	Select materials and equipment that foster individual, small group, & large group play as appropriate to development.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		



Attitudes, Skills and Knowledge

Planning Learning Experiences

PLANNING LEARNING EXPERIENCES

RATIONALE:

Planned experiences support children’s development and learning and have a powerful impact on their attitudes toward future education.

SUMMARY STATEMENT:

The competent early childhood practitioner understands how children learn and plans meaningful, appropriate learning experiences that enhance children’s social, emotional, intellectual, and physical competence.

		Framework Level	1	2	3	4	5	6	Self	Comments
PLE 1	Developmentally Appropriate Planning Competent early childhood practitioners plan experiences and curriculum that support all aspects of children’s learning & development and reflect how they learn. They...									
1.1	Use play as a primary learning activity.		⊙	⊙	⊙	●	●	●		
1.2	Plan opportunities for children to manipulate materials and construct their own understanding.		○	○	⊙	●	●	●		
1.3	Plan experiences appropriate to the way children learn at specific stages of development.		○	○	⊙	●	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
PLE	Include All Aspects Of Development									
2	Competent early childhood practitioners plan learning experiences and curriculum content to enhance all aspects of children's development . They...									
2.1	Plan experiences to develop social, emotional, intellectual, and physical competence.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>			
2.2	Accommodate multiple levels of ability in all learning experiences.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.3	Provide experiences in the humanities, science and the arts.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.4	Provide information that is accurate and appropriate to children's developmental level in content and depth.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.5	Address individual children's development, needs, interests, language, culture, and abilities in plans.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.6	Design learning experiences to foster positive self concept and respect for diversity.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.7	Design learning experiences to integrate developmental and curriculum areas.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.8	Incorporate many kinds of learning in every classroom area.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
2.9	Adapt curriculum for children with special needs.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

		Framework Level	1	2	3	4	5	6	Self	Comments
PLE 3	Factors In Designing Learning Experiences Competent early childhood practitioners consider a variety of factors when designing learning experiences for children. They...									
3.1	Consider program philosophy and goals in planning.			○	⊙	⊙	●	●		
3.2	Consider family and community expectations when planning learning experiences.		○	○	⊙	⊙	●	●		
3.3	Consider the developmental stage, needs, interests, cultures, and abilities of the group of children when planning.		○	⊙	⊙	●	●			
3.4	Use quality and content standards in planning.				⊙	⊙	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
PLE 4	Integrating Learning Competent early childhood practitioners design learning experiences to integrate learning They...									
4.1	Integrate learning experiences in developmental and curriculum areas.				○	⊙	⊙	●		
4.2	Incorporate many kinds of learning in every classroom area.				○	⊙	⊙	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
PLE 5	Implementing Plans Competent early childhood practitioners implement plans with sensitivity to each child They...									
5.1	Encourage all children to participate in learning experiences while remaining sensitive to individual choices.		○	○	⊙	●	●	●		
5.2	Facilitate children's self-initiated play.		○	○	⊙	●	●	●		
5.3	Guide children's learning through sensitive interactions, asking open-ended questions, responding to children's interests and initiatives.		○	○	⊙	⊙	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
PLE 6	Basing Planning on Observation Competent early childhood practitioners use observation as the basis for planning . They...									
6.1	Carefully observe children's responses to planned and spontaneous learning experiences.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
6.2	Use observation to assess plans, suggest modifications and plan future learning experiences.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
6.3	Document children's learning with varied techniques including anecdotal records and portfolios.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
6.4	Work with professionals and families to develop and implement IEP's (Individualized Educational Plan) and IFSP's (Individualized Family Service Plan) for children with special needs.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

		Framework Level	1	2	3	4	5	6	Self	Comments
PLE 7	Communication About Learning Experiences Competent early childhood practitioners clearly communicate the nature and purpose of learning experiences to families and others. They...									
7.1	Clearly articulate the developmental purpose for program activities to families, professionals and others.				<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
7.2	Communicate about learning experiences in a variety of ways including: writing, informal conversations, and formal conferences.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		



Attitudes, Skills and Knowledge

Working with Families

WORKING WITH FAMILIES

RATIONALE:

Young children develop within the context of their families, their first and most important teachers.

SUMMARY STATEMENT:

The competent early childhood practitioner establishes positive and productive relationships with families and involves them in the early childhood program.

		Framework Level	1	2	3	4	5	6	Self	Comments
WF	The Role of Families									
1	Competent early childhood practitioners recognize the pivotal role of families in early childhood programs. They...									
1.1	Are committed to working with families.		○	⊙	⊙	●	●	●		
1.2	Respect and are sensitive to diverse family structures, situations, and values relating to child-rearing.		○	○	⊙	⊙	●	●		
1.3	Acknowledge the strengths that each family brings to raising their children.			○	⊙	⊙	●	●		
1.4	Recognize the many factors that impact on families and their ability to nurture their children.			○	⊙	⊙	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
WF	Positive Relationships with Families									
2	Competent early childhood practitioners maintain open, positive relationships with families . They...									
2.1	Maintain frequent, open, and meaningful dialogue with families.			○	⊙	⊙	●	●		
2.2	Communicate program philosophy and policies.			○	⊙	⊙	●	●		
2.3	Support families in building positive relationships with their children.		○	⊙	⊙	●	●	●		
2.4	Respect each family's point of view.		○	○	⊙	●	●	●		
2.5	Communicate regularly, positively and in a variety of ways regarding day-to-day program matters and the child's experiences in their program.		○	○	⊙	●	●	●		
2.6	Work to seek solutions to problems in a collaborative manner.			○	⊙	⊙	●	●		

○ = has awareness, demonstrates with supervision

⊙ = understands, demonstrates independently

● = articulates clearly, teaches to others

		Framework Level	1	2	3	4	5	6	Self	Comments
WF 3	Family Involvement & Collaboration Competent early childhood practitioners provide ways for family involvement and collaboration in their early childhood programs. They...									
3.1	Collaborate with family members in supporting the development of their children, including children with varying abilities.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.2	Provide frequent and diverse opportunities for involvement to families, as appropriate.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

		Framework Level	1	2	3	4	5	6	Self	Comments
WF 4	Interface with the Community Competent early childhood practitioners serve as an interface between families and the larger community . They...									
4.1	Offer opportunities for family members to learn about children and other matters of relevance to the particular family.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
4.2	Help families access appropriate community resources and services.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
4.3	Work collaboratively with families, community and social support systems.				<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		



Attitudes, Skills and Knowledge

Program Management

PROGRAM MANAGEMENT

RATIONALE:

Effective and efficient operation of early childhood programs is critical in providing quality services to young children and their families.

SUMMARY STATEMENT:

The competent early childhood practitioner participates in the overall management of the program by supporting policies and procedures, utilizing resources thoughtfully, communicating and collaborating with colleagues and members of the community, and by participating in the assessment of the program.

		Framework Level	1	2	3	4	5	6	Self	Comments
MAN	Integrated Program Components									
1	Competent early childhood practitioners plan for and use the components and resources of the program efficiently and effectively. They...									
1.1	Plan schedules, routines, staffing, and curriculum with awareness of the relationships among program resources, children's and families' needs, and program goals.		○	⊙	⊙	●	●			
1.2	Use time efficiently.		○	⊙	⊙	●	●	●		
1.3	Use resources thoughtfully and purposefully.		○	⊙	⊙	●	●	●		
1.4	Consider resources (people, supplies, equipment, time, money) in planning.			○	⊙	●	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
MAN	Program Policies & Procedures									
2	Competent early childhood practitioners support program policies and procedures. They...									
2.1	Support program philosophy, mission and goals.		○	⊙	⊙	●	●	●		
2.2	Know and follow program policies and procedures.		○	⊙	⊙	●	●	●		
2.3	Keep accurate records as needed.		○	⊙	⊙	●	●	●		

		Framework Level	1	2	3	4	5	6	Self	Comments
MAN 3	Communication & Collaboration Competent early childhood practitioners communicate and collaborate with their co-workers, other professionals and members of the community. They...									
3.1	Communicate clearly and promote positive interactions between staff and with other professionals and members of the community.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.2	Acknowledge and support competent and committed program staff in fostering children's development and achieving program goals.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.3	Communicate a consistent message that truthfully portrays the program and services offered.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
3.4	Know how the program relates to the larger community.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		

		Framework Level	1	2	3	4	5	6	Self	Comments
MAN 4	Program Assessment Competent early childhood practitioners are committed to program assessment in order to improve practice and anticipate needs. They...									
4.1	Know and use regulations and standards that apply to their particular program.			<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
4.2	Participate in program reviews and performance evaluations to insure quality.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
4.3	Utilize informal and formal methods of evaluation (e.g. parent surveys, informal conversation) to improve practice.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		