



OKLAHOMA
Human Services

Oklahoma Core Competencies

Core Knowledge for Early Childhood Professionals



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For Early Childhood Professionals



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Oklahoma Core Knowledge for Early Childhood Professionals

Introduction

This document is a comprehensive resource for individuals or organizations providing educational experiences for young children. Core Knowledge provides important information for adults who work with young children to help them understand and support children's learning and development. Oklahoma Core Knowledge uses the term "professionals" to indicate the importance of staff working in the early childhood field to ensure each child's development. Adults working with young children have a critical role in structuring learning experiences to help children put their advancing knowledge into practice.

Purpose and Goals

Oklahoma Core Knowledge for Early Childhood Professionals provides a framework for the necessary skills to establish quality programs in all childhood education and care settings. Child development and early childhood teacher education professional development programs may emphasize different theories, practices and content according to educator or institution's philosophy. By focusing on knowledge and observable skills, the teacher/educator can determine what professionals need to know in order to develop necessary skills for working with children. Realizing that skills develop over time, the competency writers worked from the premise that every advanced skill has a beginning. As early childhood professionals grow, learn, and practice, they become more effective in their programs and in their profession. Being a continual learner is necessary for early childhood professionals just as it is for any other profession. Many universities and career technology centers offer early childhood courses for early childhood professionals.

- Center for Early Childhood Professional Development provides a statewide training calendar through the Oklahoma Registry.
- Child Care Resource and Referral, in collaboration with the Oklahoma Partnership for School Readiness, can help early childhood professionals find courses and local professional development events.
- Scholars for Excellence in Child Care offers opportunities to earn a degree and/or certification and can help pay for schooling and certification.
- Oklahoma Child Care Licensing staff and quality coaches provide a wealth of knowledge related to obtaining large group, small group, and individual assistance in improving quality.

Oklahoma Core Knowledge can be used as a foundation for professional development and a guide for designing learning experiences, activities and lesson planning:

- Professionals might use this to assess their own skill levels in various content areas to determine their strengths and weaknesses and plan their own professional development needs to include workshops, seminars, training events and course work.
- Directors and program administrators might use this to write job descriptions, education requirements by job duties and position, staff development plans, and personnel policies.
- Training and training organizations might use this to evaluate current offerings and plan educational opportunities that meet various content areas.
- Higher education faculty, staff and administrators might use this to assess current program content to determine course development and the need to design future course content.
- Policy makers, government agencies and planners might use this to guide program direction and enhance professionalism in the field.

Equity, Inclusion and Diversity

Oklahoma's Core Knowledge for Early Childhood Professionals contains the importance of supporting children, families, and care providers with the strong beliefs that equity, inclusion and diversity are each an integral part of every content area, every program, every classroom, and all early care and education learning environments. Early childhood professionals understand the importance of offering environments that are accessible to children and adults of varying abilities. Diversity relates to all the ways individuals are different. Equity relates to fair treatment, access, and opportunities for all. Inclusion relates to a variety of individual needs and enhancements are available as needed. Early childhood professionals follow the diverse needs of children and families, include all cultures, dual language learners, and ensures an environment where all feel secure.

Core Content Areas

Core Knowledge provides a framework of skills needed for each of the four skill levels. These areas identify key categories. They are in no particular order and are equally important. The areas also overlap, as practice and knowledge are interrelated. Core content areas include:

Child Growth and Development

Early childhood professionals use historical, current and emerging child development principles, theories and knowledge as the cornerstone of professional practice. Best practice supports the nature of each child and includes all areas/ domains: cognitive, physical, social and emotional. Professionals understand child growth and development and how that knowledge is influenced within family and culture practices. Professionals participate in ongoing learning and reflection.

Health, Safety and Nutrition

Early childhood professionals understand that sound health, safety and nutrition practices provide the foundation for development and learning. Safe and healthy environments provide children and adults' opportunity to learn and practice healthy behavior related to nutrition and meals, illness and accident prevention, movement and outdoor experiences, dental and physical hygiene, emergency procedures and recognizing and reporting child abuse and neglect.

Child Observation and Assessment

Early childhood professionals use observation and authentic assessment to obtain information for appropriate curriculum planning, establishing outcomes for individuals and groups of children in partnership with families, and to determine a child's need for extra support. Appropriate assessment strategies are developmentally, linguistically and culturally responsive. Professionals engage in systematic, ongoing evaluation of their programs. Experts in child assessment and diagnosis may be consulted if both the family and professionals determine a need to provide support for a child.

Family and Community Partnerships

Early childhood professionals recognize families take many forms, and as professionals respect and celebrate the diversity of values, strengths, customs and traditions. They understand and value the critical role of positive, collaborative partnerships with families, colleagues and community agencies. As community members, early childhood professionals help connect children and families with available services. A strong network of family, friends and community partners exists to support children and the adults who work with them.

Learning Environment and Curriculum

Early childhood professionals demonstrate knowledge of how to create safe, playful, inviting, and culturally appropriate, well-organized learning spaces for young children that promote physical, social-emotional, cognitive and creative development both indoors and out. Curriculum development is a collaborative, dynamic and ever-changing professional endeavor among all those who are involved in children's learning. A balanced curriculum includes adult and child directed activities, indoor and outdoor experiences, individual, small and large group activities and blocks of uninterrupted time for children to engage in self-chosen activities to support the acquisition of skills, concepts, attitudes and disposition.

Creative - Engaging children in activities with sand, water, clay, dramatic play, blocks, creative stories, pretend time, art, music, movement and a variety of other open-ended materials develops creative skills.

Language Arts - Children increase their communication, oral language and early literacy skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, and have opportunities to listen and understand others.

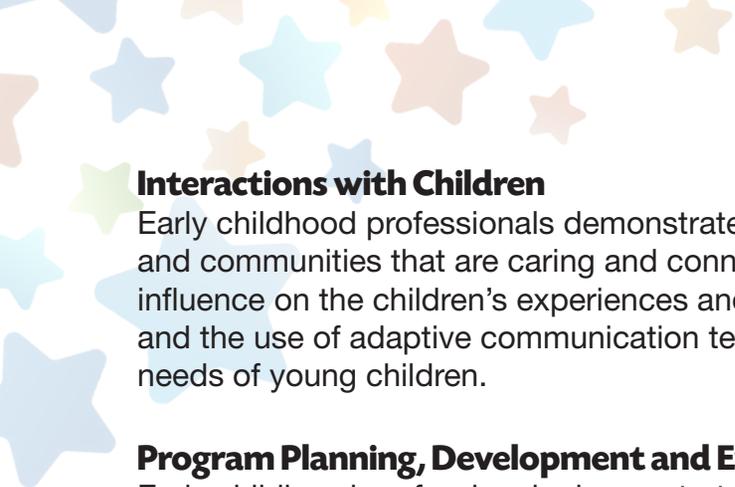
Mathematics - Children develop thinking and problem-solving skills naturally through daily life activities such as playing in the sandbox, cooking applesauce, completing puzzles and sorting buttons. Children are given activities to sort, count, measure, compare, contrast, and offer solutions to problems.

Health, Safety and Physical Development - Children learn about their abilities, maintaining good health and gain independence when they take an active role in preparing nutritious snacks, maintaining a clean and healthy environment, engaging in physical activity and caring for their bodies. Keeping their own bodies safe is taught at developmentally appropriate levels.

Science - Children develop science knowledge through observation, questioning, investigating and analyzing hands-on experiences with real animals, plants and objects in the classroom and the environment. Professionals are aware of possible allergies of the children in care and regulatory requirements for health and safety.

Social and Personal Skills - Children develop successful social and personal skills when provided daily opportunities to negotiate issues that occur, to take turns, to lead and follow, to be a friend and to become aware of own feelings and the feelings of others. Self-regulation practices can be taught to assist children in handling and expressing their emotions.

Social Studies - Children learn about social studies through culturally diverse experiences in their families and environment, including school, community, state, country and the world.

A cluster of colorful stars in shades of blue, orange, and yellow is located in the top-left corner of the page.

Interactions with Children

Early childhood professionals demonstrate the ability to maintain authentic relationships with children, colleagues, families and communities that are caring and connected. Early childhood professionals understand that interactions have a profound influence on the children's experiences and are mindful of the importance of body language, facial expressions, tone of voice and the use of adaptive communication techniques. Interactions should be positive and support the social and emotional needs of young children.

Program Planning, Development and Evaluation

Early childhood professionals demonstrate knowledge of appropriate practices, legal and regulatory requirements, financial obligations and record keeping. Early Childhood professionals engage in systemic, ongoing evaluation of their programs for purposeful improvement. Input from staff, families and the community inform the evaluation process.

Professionalism and Leadership

Early childhood professionals identify themselves as leaders in the field of early childhood. Professionalism is built by maintaining integrity, responsibility, ethical practices and commitment to professional standards and an accepted body of knowledge. Leaders advocate for young children and their families and are involved in life-long learning.

The content areas are the foundation of professional preparation but are not exhaustive. There may be additional areas of focus that are needed depending on the early childhood care and education program goals and the needs and interests of the families and communities represented by the children in care.

Levels of Competency

Oklahoma Core Knowledge is divided into 4 levels. The levels establish a range from beginning skills (novice) needed to enter the field to three additional levels that indicate a higher level of knowledge and/or skill. Level 2 is considered a foundation level. Level 3 is the skilled level and level 4 is the proficient level. It is probable that each professional will rate themselves at different levels based on educational training and varied experiences. Professionals may have skills at varying levels in different competency areas. The variance may be due to experience, education, or knowledge unique to a particular competency. As the early childhood profession advances in the ways children grow and develop, continual education is expected to meet this important, challenging field. Professionals may use this guide to assist in working towards advancing to a higher level.



Level 1 - Includes knowledge and skills expected of a **novice** professional who may be new to the early care and education field, or who may find their knowledge and past experience levels require them to advance their development in the early childhood profession.



Level 2 - Includes knowledge and skills related to a **foundation** level. The professional may have completed some education and ongoing professional development to build their foundational knowledge of facts, terminology, principles, methods, and theories essential in providing lesson plans and educational experiences. This level might be met in all content areas or in select content areas.



Level 3 - Includes knowledge and abilities related to a **skilled** level. Professionals at this level have completed certifications, degrees, and/or specific professional development to advance their own level of knowledge and experience. Professionals at this level may observe children and structure learning activities to advance the knowledge, skills, and development of each individual child, by offering appropriate and challenging experiences.



Level 4 - Includes knowledge and skills related to a **proficient** level. Professionals at this level may have years of experience and professional advancement and completion of additional certificate programs and degrees, and they take ownership of their advancement in understanding child development and early learning. Professionals at this level may be classified as a master teacher, a curriculum expert, and/or a director or assistant director. There is a beginning point of acquiring new education and knowledge levels, but there is not an ending point that indicates completion of learning. Individuals at levels three and four might also be educated to provide support to children with specialized needs, adults working with young children, and those who provide family supports. These specialists are available to support children and professionals in different early learning environments.

Oklahoma Core Knowledge Goals

1. Ensure that Early Learning Guidelines and Core Knowledge for early childhood professionals are aligned and provide for a coordinated effort among early childhood programs and educational institutions that provide early childhood coursework and professional development.
2. Ensure every teacher of young children has the dispositions, skills and knowledge to create and facilitate a classroom enriched by best practices.
3. Ensure that early childhood professionals have knowledge of and accessibility to the Oklahoma Core Competencies for Early Childhood Professionals and the *Early Learning Guidelines for Infant, Toddler and Two*, the *Early Learning Guidelines for Ages Three to Five*, and the *Oklahoma Core Competencies for Out-of-School Time* and are available in every age-appropriate classroom working with young children. Support resources and professional development courses are available for all ages from birth through school age. Oklahoma Core Knowledge and Early Learning Guidelines are reviewed and updated as needed to remain in alignment with Head Start and Early Head Start Standards and the Oklahoma Academic Standards.
4. Ensure young children participate in comprehensive, well-rounded safe, quality, early education experiences that occur in partnership with their families.

The “Oklahoma Core Competencies for Early Childhood Practitioners” was written by a workgroup that included representatives from the early care and education field and included the child care workforce, Child Care Resource and Referral Association, Oklahoma State Regents for Higher Education Scholars for Excellence in Child Care Program, the Center for Early Childhood Professional Development, two and four year institutions for higher education, Oklahoma State Department of Education, and Oklahoma Human Services Child Care Services. The group first identified the core content areas and determined the rationale for including each area in the Competencies. It is important to identify key concepts that apply to anyone working with young children and to ensure the concepts would apply to professionals who work in different settings and have different professional roles. The work group recognized the competencies should be sensitive to individuals, English language learners, those of varying abilities, cultures and family needs.

Revision of the Oklahoma Core Competencies began in 2019. The process was delayed by limits to in-person meetings throughout the COVID-19 pandemic. The work continued by virtual submissions and discussions. The name has changed to Oklahoma Core Knowledge for Early Childhood Professionals. The names of levels also changed from the original system of five specific levels of experience and skill to a four-level system. The four-level system was agreed upon by the workgroup to meet the needs and structure of early childhood professionals working in the early care and education field and to encourage continual learning and advancement within the profession.



Child Growth and Development



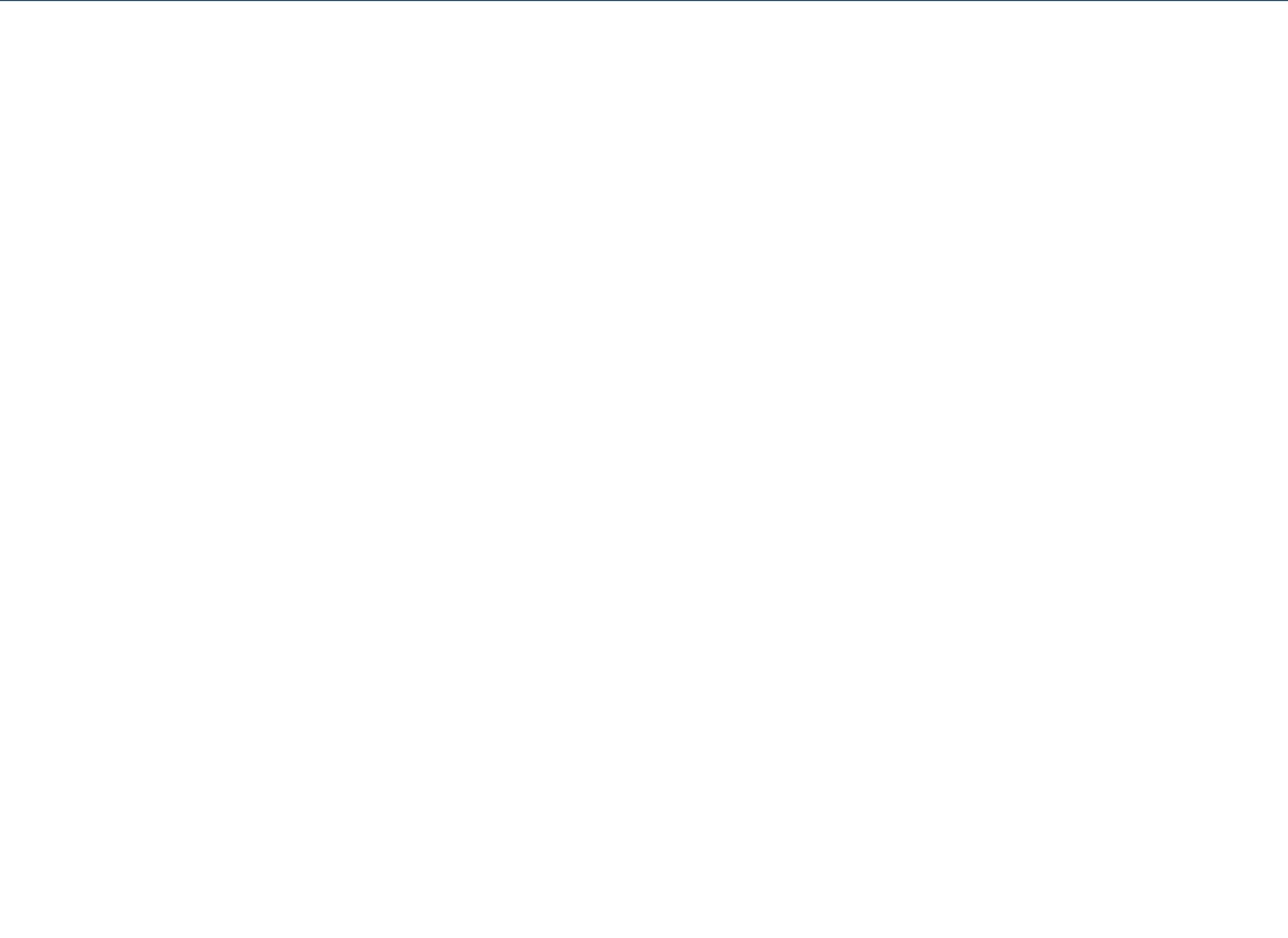
Child Growth and Development (CGD)

Early childhood professionals use historical, current and emerging child development principles, theories and knowledge as the cornerstone of professional practice. Best practice is informed by and supports the nature of each child including all areas/domains: cognitive, physical, social-emotional and is inherently intertwined within the context of family and culture. Professionals understand child growth and development and participate in ongoing learning and reflection.

	Novice	Foundation	Skilled	Proficient
Child Individual Development	Recognizes that children grow and develop at different rates.	Identifies stages and milestones of growth and development. Provides opportunities for child-child interactions.	Utilizes major theories of child growth and development to guide program planning and assessment.	Advocates for current theories of development in practice and policy of development for early childhood programs.
Child Interactions	Enjoys young children and engages in safe, responsive and appropriate conversations and interactions.	Practices positive teacher-child relationships and understands the influence it has on growth and development of each child.	Implements and provides plans and opportunities to promote healthy positive, appropriate relationships among families, children, teachers/staff and other adults.	Provides guidance to ensure the environment supports positive social development and social interactions for each child within the early childhood program.
Diverse Needs	Recognizes children and families are diverse and have different needs.	Provides various ways for children to learn and interact with others with diversity incorporated into daily activities.	Implements learning experiences that integrate knowledge of inclusive practices and how to meet the diverse needs of children.	Advocates for policies that reflect inclusive practice and that are responsive to the needs of children and families.
Play-based Learning	Creates environments that provide opportunities for children to learn through play.	Plans meaningful, appropriate activities that promote children's development through interactions within the authentic learning environment.	Includes the interest of children when planning lessons and adding activities into the learning environment, including the outside play environment.	Modifies program activities to ensure that the learning environment is appropriate for children's development and interest levels and that all children are able to participate, regardless of any exceptional needs.



Health, Safety and Nutrition



Health, Safety and Nutrition (HSN)

Early childhood professionals understand that sound health, safety and nutrition practices provide the foundation for development and learning. Safe and healthy environments provide children and adults opportunities to learn and practice healthy behavior related to nutrition and meals, illness and accident prevention, dental and physical hygiene, emergency procedures and recognizing and reporting child abuse and neglect.

	Novice	Foundation	Skilled	Proficient
HEALTH Prevention of Disease	Practices appropriate techniques to prevent communicable disease including hand-washing, diapering, toileting, cleaning and sanitizing.	Communicates with families and promotes good health practices to provide an environment that contributes to the prevention of communicable disease.	Utilizes health resources to implement and communicate appropriate procedures for prevention of communicable disease. Follows licensing and program processes and procedures.	Keeps current on any new or recurring communicable disease and effective procedures to minimize effects on children and staff. Follows community health recommendations.
Hand-washing	Help children practice appropriate hand-washing techniques.	Teach children appropriate hand-washing techniques, and follow licensing and program requirements for children and adults hand-washing procedures.	Assures all children, adults, and visitors practice proper hand-washing techniques.	Collaborates with community health care professionals to develop and reinforce hand-washing policies.
Blood-borne Safety	Utilizes appropriate practices to avoid contact with and control of blood-borne pathogens and body fluids to ensure the safety and health of adults and children.	Models, documents, and communicates to families appropriate responses to incidents involving blood and/or body fluids.	Implements procedures for appropriate responses to incidents involving blood and body fluids, review procedures annually and at times of new staff or new children in care.	Develops, evaluates and explains written procedures for responding to incidents involving blood and body fluids.

	Novice	Foundation	Skilled	Proficient
Daily Observations	Observes children daily for signs of illness and respond appropriately. Documents according to program policies.	Communicates signs of illness to families and appropriate staff. Follows program procedures for documentation.	Observes children throughout the day for signs of unusual behavior or response to typical daily routine changes.	Completes written documentation of any concerns; document informing program staff as necessary, response and actions taken; and notification of family members.
Medication Administration	Follows appropriate procedures for handling and administering medications and maintain confidential health records.	Ensures the implementation of appropriate procedures for securing, handling, and dispensing medication- right child, right medication, right time, right dose, etc. and maintain health records.	Follows licensing requirements, program policies and procedures for dispensing medication, and training for staff to provide for children's needs.	Keeps aware of public health concerns and shares information with program and families. Constantly promote healthy practices.
Oral Health	Helps children practice appropriate oral health care techniques.	Implements appropriate oral health practices, and communicates the importance of oral health care to children and families.	Utilizes health resources to design oral health program with community resources referrals when appropriate.	Work with advisory or community groups to identify oral health trends that impact young children and their families.
Safe Sleep Practices	Practices principles of SIDS prevention and maintains knowledge of safe sleep practices.	Follows licensing requirements and program policy and procedures with regard to SIDS prevention and specific safe sleep training requirements.	Monitors program and staff to ensure compliance with SIDS prevention policy and procedures.	Advocates for safe sleep practices, informs families of procedures for continual maintaining of safe sleep environments and updates to any SIDS prevention policies.

	Novice	Foundation	Skilled	Proficient
SAFETY Licensing Requirements	Follows licensing requirements and regulations for early childhood programs.	Implements daily procedures for incorporating licensing requirements and regulations in early childhood programs.	Keeps informed of any changes to licensing requirements or updates in program procedures.	Collaborates with various professional organizations to require staff professional development and understanding of licensing requirements.
Injury Response	Responds immediately and sympathetically to an injury and follow basic first aid procedures.	Demonstrates basic first aid procedures, practices preventive measures to avoid injuries and follows procedures for documentation.	Implements appropriate procedures for prevention, documentation, and reporting of children's accidents or injuries.	Collaborates with various professionals and community organizations to maximize program quality.
Handling and Storage of Harmful Materials	Follows procedures for proper handling and storage of materials such as medications, poisons, cleaning solutions, or other toxic or dangerous items.	Identifies harmful materials and takes appropriate action to ensure safety of all children and adults. Inspects bags and backpacks within the environment that may contain harmful materials. Provides a safe place for storage of staff purses, bags, etc. that is inaccessible to children.	Maintains a safe learning environment indoors and out that is free of harmful materials. Follow medication administration procedures required by licensing. Inspects for potential choking or hazards cause by broken toys or materials.	Understands the relationship between exposure to harmful materials to the health and safety of individuals and the potential for impacting growth and development of children. Ensures program compliance.
Supervision of Children	Provides attentive, continuous supervisor and correct staff: child ratio both indoors and outdoors.	Maintains attentive, continuous supervision of children in all areas of the learning environment including classroom, hallways, bathrooms, and outdoor areas.	Continual review of procedures to maintain supervision of all children, and plan for unexpected events such as staff illness, tardiness, or vacancies.	Provide ongoing review and staff development related to supervision of children; including procedures for caring for children in all locations and hours/days of operation.

	Novice	Foundation	Skilled	Proficient
Emergency Procedures	Follows appropriate procedures for practice drills related to fire, weather, and security threats.	Responds appropriately to emergencies such as fire, weather and security threats, and follows procedures for documentation. Communicates emergency procedures to families.	Evaluates appropriate procedures for emergencies such as weather, fire, security threats, and process to ensure safety of all children, adults, and visitors to the program.	Works with community resources to plan, practice, and follow appropriate procedures for each kind of threat, including informing new staff and new families of the process for each type of threat.
Child Abuse and Neglect	Recognizes signs of suspected child abuse and neglect. Follows Oklahoma state law and program procedures for reporting suspected child abuse and neglect. Conducts daily health checks of each child.	Maintains current agency contract information in order to follow procedures for reporting suspected child abuse and neglect.	Provides family support and post information on how to report child abuse and neglect and how to maintain personal safety.	Utilizes community partners and coordinates accessibility to resources to prevent child abuse and neglect.
Safety Hazards	Maintains indoor and outdoor environments free from potential safety hazard.	Eliminates potential indoor and outdoor safety hazards, including allergy and asthma-inducing items like perfumes, hair spray, mold, animals, & plants.	Adapts environment to ensure safe indoor and outdoor environments.	Implement strategies and work with families to maintain indoor and outdoor environmental safety.
Indoor and Outdoor Equipment	Identifies and monitors safe use of indoor and outdoor equipment.	Evaluates learning environments- indoor and out- for any potential hazards for broken equipment or any materials left in reach of children that should be removed.	Assess and monitor program's policies and procedures indoor and outdoor toys brought from home or left in the learning environment.	Adjusts policies for maintaining safe environments for children, families and adults working in or visiting the learning environment.

	Novice	Foundation	Skilled	Proficient
Toys and Materials	Selects safe, appropriate toys and materials for use by children of different ages and abilities.	Adapts use of toys, equipment, and materials with attention to ages and different abilities of individual children. Reviews materials to eliminate any “Keep out of reach of children” labeled supplies out of learning environments.	Ensures inspection of all toys, materials and equipment, indoors and out, are safe for children of different ages and abilities.	Follows guidelines for purchase and use of equipment and supplies to maintain safe and appropriate toys and materials.
NUTRITION Food and Sanitary Procedures	Follows regulations for safe and sanitary food storage, preparation, serving, and clean up.	Implements safe and sanitary food practices at all meal and snack times.	Informs all families of safe food practices and policies for bringing food into the program.	Modify food service policies and procedures if program is not compliant with all health and safety nutrition requirements.
Preventing Hazards During Meals	Consults with families to identify possible allergies, and prevents types or shapes and sizes of food that can cause choking, allergic reaction, or other risks according to the age and need of individual children.	Families are involved in discussion about child’s individual dietary needs and any possible allergies, shares information with others in the program, including any substitutes. Follows licensing and program requirements.	Review program’s nutritional plan for any children’s needs or potential health hazards and adapts practices accordingly.	Analyzes food and sanitary practices to maintain compliance with licensing requirements and program practices.

	Novice	Foundation	Skilled	Proficient
Healthy Diet and Hydration	A healthy diet that meets requirements are offered to children with opportunities for frequent food and drink.	Communicates with families regarding child's eating patterns, mealtime skills, food needs, and cultural preferences.	Plans and evaluates meals to follow sound nutritional practices including ethnic foods and customs.	Identifies and supports utilization of community resources to ensure good nutrition for children and their families (CACFP, community food pantries, food assistance programs, etc.)
Mealtime	Encourages children to learn self-help skills during meals and snacks as age-appropriate.	Follow program and licensing requirements related to family style meal service with appropriate size equipment, tables, chairs, etc.	Evaluates and explains the policy for expectations of staff and children for mealtime and snacks.	Analyze current research on policy expectations of staff and children for mealtime and snacks.



Child Observation and Assessment



Child Observation and Assessment (COA)

Early childhood professionals use observation and authentic assessment to obtain information for appropriate curriculum planning, establishing outcomes for individuals and groups of children, and work in partnership with families to determine a child’s need for extra support. Appropriate assessment strategies are developmentally, linguistically and culturally responsive. Professionals engage in systematic, ongoing evaluation of their programs.

	Novice	Foundation	Skilled	Proficient
Confidentiality	Recognizes program confidentiality practices that guide child screening, observation, and assessment processes.	Maintains confidentiality between the program and the child’s family regarding individual observation and assessment results.	Accepts responsibility and protects confidentiality and best practices when communicating screenings, observations, and assessment findings with other program staff, parents, and outside service providers (i.e. Speech Therapist). Only qualified service providers are engaged in assessment practices and procedures.	Evaluates effectiveness of program practices when planning, administering, and communicating findings from screenings, observations, and assessments to ensure that decisions are confidential and appropriate for age and ability of the child.
Individual Development	Views children and youth as individuals and acknowledges that individuals develop at their own pace.	Recognizes and understands the typical range of children’s individual development, ability, and skill are taken into consideration related to decisions made based on screenings, observations, and assessment,	Considers individuality to adapt/modify screenings, observations, and assessments to fit the developmental range of children in the classroom.	Continually observes children, documents observations, analyzes and evaluates findings and applies this knowledge to practice.

	Novice	Foundation	Skilled	Proficient
Documentation	Understands that documentation is important and must be recorded in a clear and objective manner.	Identifies ways to collect documentation on children's learning and development that is objective and non-biased.	Collects and utilizes children's work samples and anecdotal notes as well as formal and informal screenings and assessments used for documentation.	Evaluates methods used to document children's screenings, observations, and assessments to track a child's developmental progress. Designs learning activities to enhance children's development.
Observation	Recognize appropriate observation as a tool for assessments. Uses observation effective.	Recognizes and understands the importance of multiple techniques for observation of children's educational development (i.e. children's actions, expressions, gestures, and behaviors).	Observes children's actions, expressions, gestures, and behavior through formal and informal methods to create an objective description of development that is based on documentation of actions, can be clearly understood, and does not include opinions.	Evaluates own observation methods to ensure objectivity vs. subjectivity is maintained and adjust methods accordingly. Uses results in communication with families and in decision making for appropriate follow-up.



Family and Community Partnerships



Family and Community Partnerships (FCP)

Early childhood professionals recognize families take many forms, and as professionals, they respect and celebrate the diversity of values, strengths, customs and traditions. They understand and value the critical role of positive, collaborative partnerships with families, colleagues and community agencies. As community members, early childhood professionals help connect children and families with available services. A strong network of family, friends and community partners should be available to support the needs of young children.

	Novice	Foundation	Skilled	Proficient
Respect for Families	Enjoys working with children and families and respects family as the child's primary caregiver and educator.	Includes family knowledge of their child when considering the types of activities to include in the learning environment.	Shares information with families about their child's accomplishments, skill development, social strengths and participation in the classroom.	Respectfully collaborates with families when circumstances at home are influencing behaviors seen at school.
Family Engagement	Greets families with given names and engages in daily positive conversation about their child. Respects family diversity.	Provides families with multiple forms of communication (i.e. newsletters, daily sheets, verbal talks, and more), and provide resources regarding child growth and development and activities that can be shared at home.	Invites family participation in the classroom and in activities that support their child's education (share customs, culture, talents, and special skills with class.) Follow program procedures related to guests and the use of photos that include individual or groups of children.	Encourages family participation in classroom and other activities, and modifies activities when needed to ensure active family involvement and support. Seeks input from families related to classroom activities.

	Novice	Foundation	Skilled	Proficient
Community Engagement	Acknowledges and understands the importance of community engagement in the classroom/program.	Identifies community volunteers/visitors to share resources and/or collaborates with classroom (s) and the child care program to benefit children and families.	Creates lesson plans and learning experiences to include specific community visitors to share knowledge with children and families.	Extends learning experiences following visits by community volunteers/visitors with input from children and their interests.
Community Resources to Support Families	Identifies community resources/services available to support children and families. (i.e. pamphlets, flyers, and more). Practices confidentiality at all times.	Gather supports and community resources that families may need to promote children's learning and development, including children with a wide range of abilities and child specific needs.	Provides a Community Resource Information Board for parents upon entering the classroom/program.	Supports families by identifying resources and services available to assist with the unmet needs of individual children or confidential family needs.



Learning Environments and Curriculum



Learning Environments and Curriculum (LEC)

Early childhood professionals demonstrate knowledge of how to create safe, playful, inviting, culturally- appropriate and well-organized learning spaces for young children that promote physical, social-emotional, cognitive and creative development that are both indoors and out. Curriculum development is a collaborative, dynamic and ever-changing endeavor among all those who are involved in children’s learning. A balanced curriculum includes adult and child directed activities, indoor and outdoor experiences, individual, small and large groups and large blocks of uninterrupted time for children to engage in self-chosen activities to support the acquisition of skills, concepts, attitudes and disposition. The following curriculum areas are included: Creative Skills, Language Arts, Mathematics, Health, Safety and Physical Development, Science, Social and Personal Skills and Social Studies.

	Novice	Foundation	Skilled	Proficient
LEARNING ENVIRONMENT Daily Schedules	Follows daily schedule.	Creates and maintains consistent daily schedule.	Adapts daily schedule to meet individual needs.	Evaluates schedules and advocates for effectiveness of appropriate daily schedules and program needs i.e. weather changes, holiday party, child needs.
Safe Environments	Assists in maintaining an orderly, clean and safe indoor and outdoor learning environments.	Follows all licensing requirements and program policies to keep children and learning environments safe.	Identifies and makes appropriate changes in learning environment to meet needs of individual children.	Assesses and implements policies and procedures to ensure a healthy, safe environment.

	Novice	Foundation	Skilled	Proficient
CURRICULUM Follows Plans	Follows daily lesson plans and supervises children's activities.	Develops and implements lesson plans that meet children's individual needs.	Evaluates the effectiveness of daily lesson plans and advocates for changes when needed.	Researches curriculum trends, communicates and collaborates for effective program changes as needed.
Interests of Children	Uses opportunities in the everyday environment to help children learn.	Recognizes, follows and responds to children's interests. Uses child centered learning opportunities and authentic environments.	Incorporates children's interests throughout the curriculum to support group and individual goals and needs.	Includes families' cultural and diverse home environment within the program through photos, activities, food, and music.
Interactions with Children	Interacts with children by joining in their play and activities; while maintaining appropriate supervision of the group.	Participates in large and small group activities with children.	Observes children and communicate ways children can enhance and expand their learning.	Seeks children's opinions on what materials should be included in the learning environment.
Resources	Rotates materials to encourage children to make choices.	Selects developmentally appropriate resources and materials.	Ensures consistent accessibility of appropriate resources and materials for all children.	Researches appropriate resources and materials to add to classroom experiences, indoors and out.

	Novice	Foundation	Skilled	Proficient
METHOD Choices of Activities	Use materials that are related to children’s interests, seasons, holidays, theme specific, etc.	Provide authentic resources to enhance choices of activities in the learning environment.	Creates developmentally appropriate activities, support, and reflect the needs and interests of all children.	Evaluates and modifies activities to encourage children’s emerging skills and opportunities for learning.
Supports Children’s Independence	Provides access to materials and toys to allow each child to select and manage independent choice.	Structures opportunities for children to develop emerging independence and problem solving skills.	Encourage children’s independence and critical thinking skills.	Evaluates learning opportunities and teaching approaches to intentionally encourage problem solving to include children’s ideas and critical thinking.
Respects Children’s Curiosity	Selects appropriate activities that encourage children to explore the environment.	Adds materials to the environment that encourage children’s curiosity.	Ask open-ended questions and “what if’s” to investigate the environment with children.	Evaluate the learning environment to ensure that children have opportunities to investigate the natural environment.
Respects Children’s Families	Enhances and supports children’s learning by involving families.	Enhances and supports children’s learning by involving families.	Collaborates with families to develop a learning community that is supported by multiple opportunities for communication.	Advocates for early childhood systems that value families as partners in learning.
Conversations with Children	Participates in conversations with children of all ages.	Understands the importance of frequent, positive interactions among children and adults.	Plans learning environments that foster interactions between children and adults.	Models appropriate communication techniques with children and adults.

	Novice	Foundation	Skilled	Proficient
CREATIVE SKILLS Music, Drama, Art, Blocks, Movement, etc.	Allows children to use materials to participate in appropriate activities (i.e. music, drama, art, blocks, movement).	Ensures open-ended creative materials and activities are accessible in an age appropriate physical environment that supports creativity.	Plans and implements opportunities for creative expression with indoor and outdoor play.	Collaborates with others to develop an integrated curriculum that emphasizes the use and accessibility of open-ended creative experiences.
Individual Differences	Respects and allows individual creative differences.	Encourages children to express themselves creatively and display children's original work. (Ask child's permission to display their work.)	Uses individual differences and cultural influences to plan opportunities for creative self-expression.	Consults with families and communities to encourage creative expression that reflects diverse cultures.
Exploration with Materials	Realizes working with materials to create is more important than what is created.	Encourage process rather than product; supports children's exploration of art materials.	Describes, discusses and accepts the process as the most important part of creative expression.	Challenges children to extend their creative thinking by experimenting with new materials.
Discussion with Children	Records children's thoughts, ideas and emotions regarding their art.	Shows respect for creative expression through appropriate documentation and displaying children's work.	Realizes that creative expression fosters language, social, emotional and cognitive development.	Understands the relationship between creative expression and the development of the whole child and shares that information with others.

	Novice	Foundation	Skilled	Proficient
LANGUAGE ARTS Vocabulary	Introduces new words while interacting with children.	Engages in conversation to enrich and expand vocabulary respecting children's home language.	Designs appropriate learning opportunities that build on children's interests and reflect current language development.	Observes and evaluates vocabulary development and initiates appropriate intervention.
Verbal and Nonverbal Communication	Actively listens to children and responds appropriately.	Promotes and participates in conversation among children and adults.	Communicates the importance of conversation, and notices child's reactions to verbal and nonverbal communication. Understands body language is critical to communication development.	Recognizes and responds to children's communication and/or language delays.
Expressive Reading	Reads expressively to the children on a daily basis.	Utilizes a variety of techniques, character voices, and materials to engage children (i.e. story telling, puppets, singing, questions, predicting).	Helps children learn basic literacy concepts (i.e. left to right, sequencing, parts of books) and adapt activities to meet individual needs.	Evaluate child outcomes to determine effectiveness of the literacy program and ensure concrete experiences and play are integral to every day experiences.
Print-rich Environment	Create a print-rich environment.	Selects appropriate, diverse materials (i.e. books, pictures, labels, posters) for the children's environment.	Immerse children in a print-rich environment including languages represented in the community.	Demonstrates the use of print to gain information and knowledge.

	Novice	Foundation	Skilled	Proficient
Writing Materials	Provide a variety of writing materials available and model their use.	Provides opportunities for children to safely draw and print using various age appropriate materials (i.e. chalk, colored pencils, markers, paint brushes)	Give opportunities to explore writing through a variety of means (i.e. dictation, word banks, making books, and other opportunities for fine motor skill building).	Adapts practices to ensure writing opportunities are available for children of all abilities.
Mathematics Materials	Participates with children exploring a variety of objects, materials, toys and games. Talk about size, shape, alike and different.	Selects materials and plan activities such as cooking, sand and water play, gardening, etc.	Provides play opportunities to encourage problem-solving, comparing, sequencing, measuring, etc.	Provides opportunities to discover relationships between events, objects and the environment (i.e. graphing, patterning, predicting).
Mathematical Language	Uses mathematical language such as first, last, above, below, more, less.	Uses terminology and questioning to expand children's mathematical vocabulary.	Ensures children have many opportunities to utilize mathematical language through songs, games and other movement activities.	Incorporates mathematical language in everyday life. Models how math is used- such as one to one correspondence, numerical sense, etc.

	Novice	Foundation	Skilled	Proficient
HEALTH, SAFETY AND NUTRITION Physical Development	Follows and assists in providing activities that promote children's physical development.	Understands physical development is promoted through activities that use small and large muscles.	Learning environment is designed to respect children's individual needs to explore their physical abilities through large and small muscle activities.	Ensures that physical activities, movement and the arts are integrated in all learning areas both indoors and out.
Active Participation	Actively participates in both indoor and outdoor physical activities with children so that supervision of all children is consistently maintained.	Uses a variety of equipment, activities and opportunities in all learning areas that encourage children to develop physically.	Plans activities and provides adequate time for children to practice and import skills in large and small muscle development.	Understands the interrelationship between daily physical activities to ensure the development of the whole child.
Individual Developmental Needs	Begins to identify children's individual developmental needs in the area of physical development.	Plans activities based on an understanding that children develop at individual rates.	Adapts activities that reflect children's different rates of physical development.	Communicates with parents and others regarding specific developmental observations and seeks appropriate resources.
Include Daily Health and Safety	Assists and include health and safety practices throughout daily activities.	Understands the importance of teaching continual health and safety practices throughout daily activities. Models and communicates health and safety throughout the day.	Implements frequent opportunities for movement and physical exercise as a way to reduce or prevent many of children's health and behavior issues.	Include families in the discussion of parent-child activities that include physical movement both indoors and out to ensure a lifetime of health and fitness.

	Novice	Foundation	Skilled	Proficient
SCIENCE Encourage Curiosity	Provides materials, tools and experiences that encourage children's curiosity.	Encourages children to ask questions and find answers through actively exploring materials and tools provided.	Provides daily activities for science and allows flexibility for spontaneous opportunities.	Evaluates materials and teacher interaction during science activities to ensure the utilization of the discovery process.
Scientific Thinking	Utilizes descriptive language to encourage scientific thinking.	Expands children's descriptive language through active listening and asking open-ended questions.	Ensures children have many opportunities to talk about and describe their scientific discoveries.	Utilizes lesson planning and environment preparation to include discovery processes and participate in the process with children.
Social and Personal Conversations	Engage in every day conversation with children of all ages.	Allows daily opportunities for all children to engage in conversation with each other and with adults.	Encourage conversation to assist in the development of social skills and ways to express wants and needs.	Develop curriculum that supports active conversation.
Social Interactions	Recognizes that social interactions occur at all ages.	Makes connections between social interactions and ways to develop friendships.	Helps children recognize their value as individuals and as members of the group.	Builds a cooperative learning community in the classroom that creates a socially safe and inclusive environment.
Emotion	Recognizes that children of all ages show emotion.	Helps children learn and practice empathy and respect for the feelings and rights of others.	Understands children's behavior is connected to emotions and responds accordingly.	Models appropriate behaviors to develop children's self-regulation, problem solving and conflict resolution skills.

	Novice	Foundation	Skilled	Proficient
Active Play and Supervision	Plays with children of all ages while providing supervision of the whole group.	Understands the purpose of play in children's social development.	Structures the play environment and gives children words to allow for cooperative interactions among children.	Supports and reinforces family's primary role in children's personal and social development.
Treats Children as Individuals	Treats children as individuals with their own strengths, needs and cultural values.	Observes children's play and encourages individual choices.	Assesses children's interactions and guides them to express their feelings and assert themselves in positive ways.	Recognizes atypical personal and social development and works with families to initiate appropriate consultation or referral strategies.
Social Studies	Recognizes family structures and cultures are unique and should be respected.	Demonstrates sensitivity to a variety of traditions practiced by each family and culture.	Creates inclusive practices in regards to holidays, celebrations, etc.	Integrates cultural experiences throughout the curriculum and invites families to share their interests.
Cultures and Family Structures	Develops an understanding of the community.	Identifies community resources that could be shared with others.	Utilizes community resources to expand learning opportunities.	Helps children recognize themselves as a valuable part of the community. Advocates for quality programming in the early childhood field.

	Novice	Foundation	Skilled	Proficient
Responsibility, Jobs and Community	Talks about different jobs and roles in the classroom, in the family and in the community.	Identifies job responsibilities and inclusion of all children in their individual roles.	Plans experiences and activities that allow children to explore their own strengths and interests.	Utilizes availability of members in the community to work cooperatively to enhance daily programming and meeting family needs.
SOCIAL AND PERSONAL Conversations	Engages in conversations with all ages of children every day.	Allows opportunities for all children to engage in daily conversations with each other and with adults.	Models appropriate ways to express wants and needs.	Develops curriculum that supports conversation and assists in the development of social skills.
Social Interactions	Recognizes that social interactions occur at all ages.	Begins to make connections between social interactions and developing friendships.	Helps children recognize their value as individuals and as members of the group.	Builds a cooperative learning community in the classroom that creates a socially safe and inclusive environment.
SOCIAL STUDIES Ideas	Begins to understand ideas related to social studies (i.e. past, present, future, location of familiar places).	Uses social studies terms while interacting with children throughout the day.	Plans activities that build concepts that are meaningful to the individual child.	Integrates concepts throughout all learning areas.



Interactions with Children



Interactions with Children (IWC)

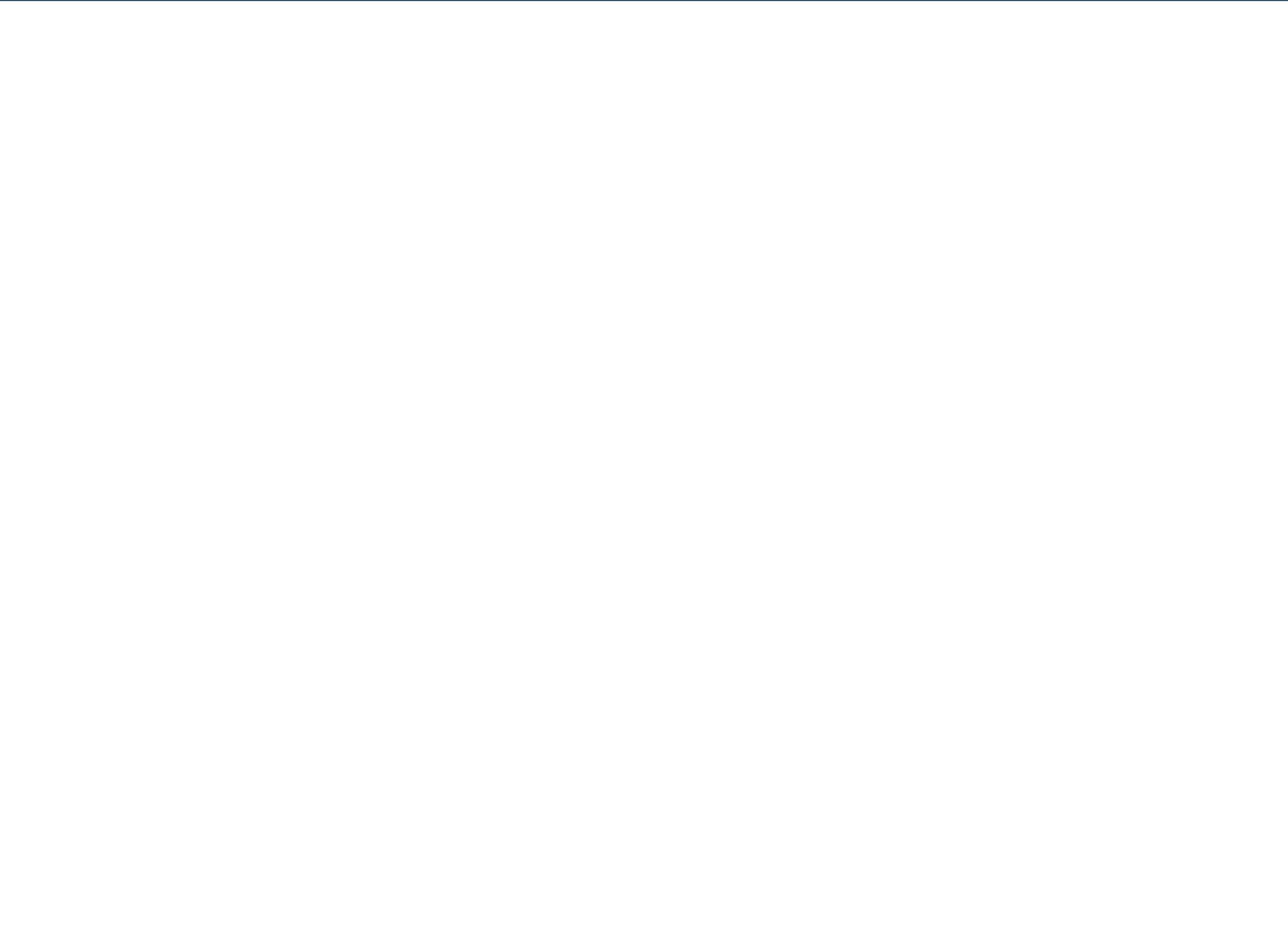
Early childhood professionals demonstrate the ability to maintain authentic relationships with children, colleagues, families and community that are caring, connected and attached. Early childhood professionals understand that interactions have a profound influence on the children’s experiences and are mindful of the importance of body language, facial expressions, respectful voices and the use of adaptive communication techniques.

	Novice	Foundation	Skilled	Proficient
Promotes Physical and Emotional Well-being	Follows program and licensing regulations for guiding children’s behaviors.	Engages in activities that promote children’s physical and emotional well-being.	Models and implements positive guidance strategies, techniques and behaviors to help children act responsibly.	Seeks connections with community and resource support to respond to the needs of children and their families. Supports psychological safety and attachment.
Responds to Children	Responds to the needs of children, families and other staff in a calm, supportive, confidential and timely manner.	Builds trusting relationships with supportive, positive communications.	Collaborates with families to ensure a calm, unhurried, supportive environment for each child and cultural expectation.	Ensures communication practices that build positive relationships among children, families, staff and the community.
Demonstrates Respect	Shows respect for children and adults; recognizes the individual variances in others.	Understands individual needs in children and adults and responds respectfully.	Intentionally provides an environment and activities that teach respect for individual variances.	Promotes a sense of community by enhancing cultural awareness, valuing cultural diversity and appreciating individual variances.

	Novice	Foundation	Skilled	Proficient
Program Policies	Follows program policies for age/ group and cultural expectations.	Follows principles of child development and establishes expectations for age-appropriate children's behaviors.	Exhibits awareness of each child's individual differences and responds with realistic expectations.	Plans the learning environment to meet needs of each individual child and the differences in individual abilities.
Supervision	Follows program requirements for safely supervising children.	Monitors the environment to ensure children's physical and emotional safety.	Modifies the learning environment to ensure children's well-being. Informs families about appropriate supervision practices.	Implements strategies for appropriate supervision of all children.



Program Planning, Development and Evaluation



Program Planning, Development and Evaluation (PPDE)

Early childhood professionals demonstrate knowledge of accepted business practices, legal and regulatory requirements, financial obligations and record keeping. Early Childhood professionals engage in systemic, ongoing evaluation of their programs for purposeful improvement. Input from staff, families and the community inform the evaluation process.

	Novice	Foundation	Skilled	Proficient
Planned Daily Activities	Supports implementation of planned daily activities that support individual child development.	Cooperates with other staff members in planning daily age-appropriate activities for children.	Ensures age-appropriate activities are planned and implemented that follow requirements and support each child's development.	Collaborates with other staff to design, evaluate and modify daily plans to meet program and individual child needs.
Community Resources	Recognizes valuable community resources that support the program.	Utilizes community resources that support families and the program.	Provides information to families regarding program and community resources.	Initiates and advocates for program collaborations regarding community resources beneficial to the program, children and families served.
Program Philosophy and Mission Statement	Has an awareness of and understands and the program philosophy and mission statement.	Understands program philosophy. Communicates how classroom practices reflect and support that philosophy and the mission statement.	Ensures the philosophy and mission statement are maintained through ongoing program evaluation.	Articulates the relationship between the program philosophy, mission statement, and current theories that support the needs of children, families, and the community.
Program Goals and Standards	Is aware of and follows program and classroom goals and program standards.	Integrated program and classroom goals and objectives into daily practice.	Plans and reviews classroom goals and practices to adapt program standards to meet needs of children and families.	Compares program standards to implement changes based on current research and community needs.

	Novice	Foundation	Skilled	Proficient
Program Evaluation	Participates in program evaluation.	Identifies the need for program evaluation and cooperates in program evaluation methods to improve quality.	Utilizes and articulates multiple methods of program evaluation and cooperates to improve continuous quality improvement.	Analyzes, integrates and applies current research to enhance quality programs for young children.
Classroom and Program Procedures	Understands and complies with classroom procedures.	Follows expectations for program business and legal procedures. Knows how to access appropriate resources.	Applies knowledge of program procedures to ensure healthy, safe classroom environments.	Articulates ways to advocate for quality programming.
Quality Standards	Follows expectations of the program and state regulatory quality standards.	Identifies quality indicators and follows expectations of appropriate national standards.	Initiates practices to ensure program compliance. Communicates national standards for quality to stakeholders.	Participates in state and national groups to evaluate and develop regulations, policies and quality standards.



Professionalism and Leadership



Professionalism and Leadership (PL)

Early childhood professionals identify themselves as leaders and professionals in the field of early childhood. Professionalism is built upon individual integrity, responsibility, ethical practices and commitment to professional standards and an accepted body of knowledge. Leaders advocate for young children and their families and are involved in life-long learning.

	Novice	Foundation	Skilled	Proficient
Work Habits	Recognizes professional work habits including confidentiality, respect for all people, dependability, time management; independence and teamwork.	Demonstrates professionalism in relationships with others.	Ensures professional work habits are consistently implemented.	Assumes responsibility for establishing and maintaining a professional environment. Supports policies that enhance professionalism.
Ethical Behavior	Understands and behaves ethically.	Knows and practices a professional code of ethics, such as NAEYC, for early care and education.	Ensures consistent implementation of a professional code of ethics. Demonstrates ethical practices with children, families, coworkers and the community.	Uses a code of ethics for making professional decisions.
Professional Development	Participates in self-evaluation and is receptive to changing practices.	Creates and implements a plan for personal professional development.	Evaluates and modifies professional growth plans.	Integrates professional development plans with training and continuing education opportunities.

	Novice	Foundation	Skilled	Proficient
Professional Organizations	Has an awareness of professional organizations and resources related to early care and education.	Identifies and selects professional organizations with documentation of membership.	Participates actively in professional organizations.	Networks with colleagues to enhance professionalism and leadership in the field.
Respect	Shows respect for all children and families.	Understands and supports child and family interests and differences.	Exhibits knowledge of advocacy issues and participates in advocacy activities.	Advocates for high quality programs and services for children and families at local, state and national levels.
Role Model	Understands the need for professionalism when working with children and families.	Serves as an appropriate role model for children and adults. Exhibits professionalism through attitude, actions, appearance and good hygiene.	Establishes and follows standards for professionalism.	Maintains consistent adherence to standards of professionalism and works with others to understand professionalism.
Job Satisfaction	Demonstrates job satisfaction and genuine interest in young children and their families.	Understands positive and professional relationships with children, families and staff.	Uses reflective practice to communicate and promote positive relationships with children, families and staff.	Evaluates and ensures a professional work environment with program, families and the community.
Compliance	Supports and complies with program policies, regulations, licensing standards and laws.	Monitors and maintains continual program policies, regulations and standards.	Ensures compliance with all program standards including requirements, personal performance standards, accreditation, and quality rating systems.	Collaborates with other professionals to develop program policies and procedures.



Glossary, Resources and Feedback





Glossary

A-typical - irregular, unusual.

Advocates - supports or promotes a specific cause.

Age Appropriate - matches the age and ability expectation.

Analyzes - determines the nature of parts and how they work as a whole.

Appropriate - especially suitable.

Articulates - accurately puts into words.

Assessment - process through which evidence is gathered through observing and recording.

Attentive - observant.

Authentic - genuine or real, not false or imitation.

Awareness - knowledge and understanding that something is happening or exists.

Best Practice - shown by research and experience to produce optimal results; a suitable standard.

Blood-borne - carried or transmitted by the blood.

Child Abuse and Neglect - maltreatment of a child.

Code of Ethics - the principles of conduct governing an individual or a group.

Cognitive - intellectual activity such as thinking, reasoning, or remembering.

Collaborates - works together toward a common goal.

Communicable - transmittable.

Communicates - conveys knowledge of or information about a program, child, activity or concern.

Community - the town, city or population group where an early childhood program is located.

Compliance - conforming, submitting, or adapting (as to a regulation or to another's wishes) as required or requested.

Comprehensive - inclusive.

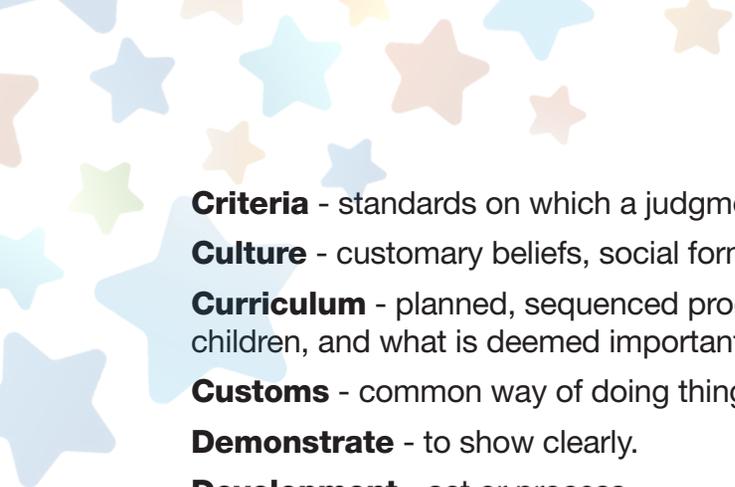
Confidentiality - maintain information that should be kept private and not to be known by the general public.

Consistent - regularity or steady.

Consultation - provide professional or expert advice.

Core Competency - foundation standard for professionalism.

Creative - imaginative.



Criteria - standards on which a judgment or decision may be based.

Culture - customary beliefs, social forms and material traits of a racial, religious, or social group.

Curriculum - planned, sequenced program of study and daily activities based on what is developmentally appropriate for children, and what is deemed important.

Customs - common way of doing things.

Demonstrate - to show clearly.

Development - act or process.

Developmentally Appropriate - expectations or an activity that take into consideration children's ages and individual abilities.

Diversity - inclusion of those who differ from one another.

Documentation - furnishing documents such as papers, photos, etc.

Domain - key area of children's development and learning.

Early Childhood - birth through age eight.

Emerging - becomes known; new.

Engagement - emotional involvement or commitment.

Ensures - makes sure, certain, or safe.

Environment - space in classroom or playground that is safely arranged for optimal learning.

Ethics - a set of moral principles of conduct that govern an individual or a group.

Equity - freedom from bias or favoritism.

Evaluation - a planned review of activities, child care program or staff performance.

Exceptional needs - a rare or not typical need, atypical.

Exposure - Subject to effect or influence.

Foundation - upon which something stands or is supported.

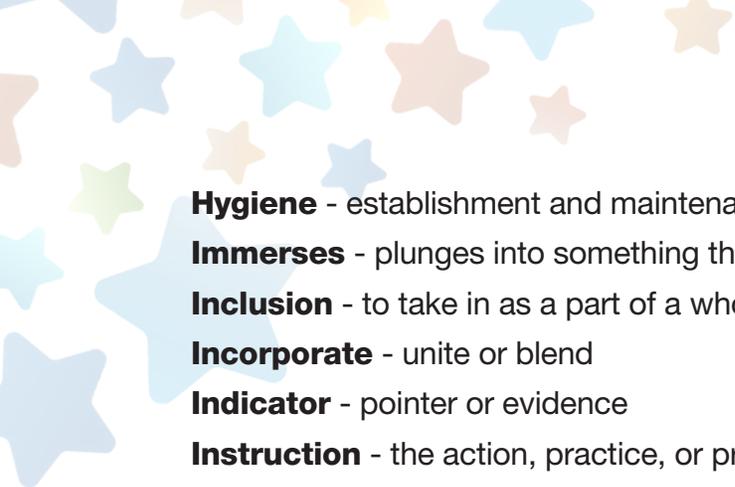
Group—large - number of individuals participating together.

Group—small - a couple of individuals participating together.

Guidance - the act or process of providing direction.

Hands-on - actively involved in doing something

Hazard - danger



Hygiene - establishment and maintenance of health

Immerses - plunges into something that surrounds or covers. Implementation – the action of doing; to carry out.

Inclusion - to take in as a part of a whole or group.

Incorporate - unite or blend

Indicator - pointer or evidence

Instruction - the action, practice, or profession of teaching.

Integrates - forms, coordinates, or blends into a functioning or unified whole.

Integrity - moral

Intentional - on purpose

Interaction - give and take conversation and activities between individuals or groups.

Lesson plan - a schedule of planned activities

Linguistic - language

Literacy - a person's ability to read, write and understand.

Models - provides an example.

Modifies - makes changes.

Monitors - watches, keeps track of, or checks for a special purpose.

Network - informally interconnected group or association of persons.

Novice - new, beginner

Open Ended - a question or an activity that is adaptable or is designed to permit spontaneous and unguided responses.

Partnership - a relationship involving close cooperation between members of a group or individuals.

Physical - related to the body

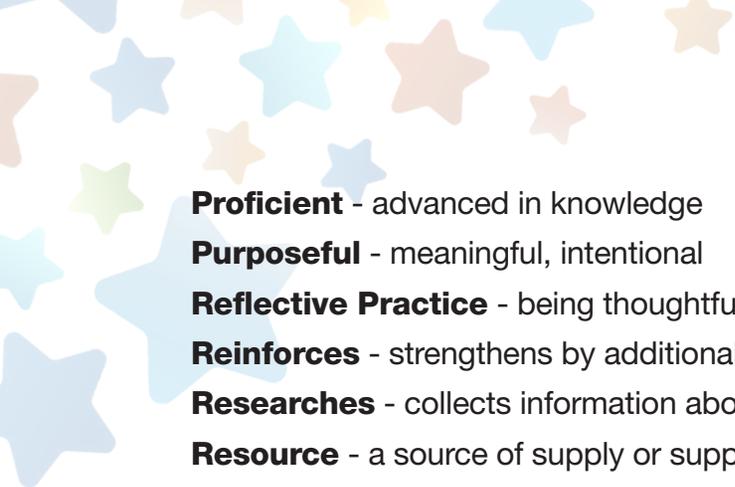
Policy - a definite course or method of action to guide and determine present and future decisions.

Principle - comprehensive and fundamental law, a primary source, standard.

Procedure - a series of steps or instructions followed in a regular definite order to accomplish something

Professionals - one who puts knowledge into practice to maintain standards

Professional Development - ongoing self-assessment of knowledge, skills and abilities; the establishment of goals; plans for improvement and meeting professional goals.



Proficient - advanced in knowledge

Purposeful - meaningful, intentional

Reflective Practice - being thoughtful and deliberate.

Reinforces - strengthens by additional assistance, material or support.

Researches - collects information about a particular subject.

Resource - a source of supply or support; an ability to meet and handle a situation.

Responsive - quick to react appropriately or sympathetically

Requirements - necessity; essential

Screening - ruling out or confirmation

Sensitivity - awareness of the needs and emotions of others.

SIDS - Sudden Infant Death Syndrome - death of an apparently healthy infant usually before one year of age that is of unknown cause and occurs especially during sleep.

Skilled - having a mastery

Socio-emotional - understanding and expressing emotions

Standard English - the English that with respect to spelling, grammar, pronunciation and vocabulary is substantially uniform though not lacking regional differences.

Standards - established by authority

Strategy - careful plan or method.

Synthesizes - composes or combines parts or elements so as to form a whole.

Theory - general principle or body of principles offered to explain observable facts, experiences or events.

Tradition - customary pattern of thought, action or behavior

Typical - exhibiting the essential characteristics of a group; happening as expected.

Uninterrupted - not interrupted, stopped or blocked

Value - worth, importance

Variance - an instance of differing in nature, form, or quality.



Resources

Alaska's Early Care and Learning Core Knowledge and Competencies. Alaska System for Early Education Development. Alaska's early childhood professional development system. 2020.

California Early Childhood Educator Competencies. Developed collaboratively by the California Department of Education and First 5 California. 2011.

Professional Standards, Core Knowledge and Competencies. Colorado Department of Education. 2019.

New York Works for Children. New York State's Core Competencies for Early Childhood Educators. Core Body of Knowledge. 2012.

Ohio's Early Childhood Core Knowledge and Competencies. Ohio Department of Education. Early Childhood Ohio. 2015.

Pennsylvania Core Knowledge Competencies for Early Childhood & School-Age Professionals. Office of Child Development and Early Learning. Pennsylvania Department of Education and Department of Public Welfare. 2014.

Texas Core Competencies for Early Childhood Practitioners and Administrators. Texas Early Childhood. Professional Development System. Revised 2013.

Washington State Core Competencies for Child and Youth Development Professionals. School's Out Washington. 2010.

Feedback Form

Oklahoma Core Knowledge for Early Childhood Professionals

A Task Force convened by Oklahoma Human Services' Child Care Services developed the Oklahoma Core Competencies for Early Childhood Professionals. Workgroup members included representatives from Child Care Services, the Oklahoma State Department of Education, Child Care Resource and Referral Association, Scholars for Excellence in Child Care, two and four-year institutions of higher education, Oklahoma Head Start Association and child care facilities. The competencies are designed to promote early learning experiences that lead to children's success.

Please provide comments based on your experience with the competencies. Provide the corresponding page number for suggested language revisions and comments. Also note if the competencies are understandable and whether they are useful when planning coursework, designing training, creating job descriptions and expectations, or self-assessing levels of skills working with children.

All comments will be reviewed by the Workgroup. Revisions will be made to the competencies based on feedback and early education research. Thank you for your assistance.

Name (Optional):

Job Title:

Program:

Child Care Center

Child Care Home

School

Head Start Program

Pre-Kindergarten

Kindergarten

Early Childhood Special Education

Technology Center

Two-Year Instructor

Four-Year Instructor

Early Care and Education Trainer

Other (Describe):

(1.) Is Oklahoma Core Knowledge for Early Childhood Professionals understandable?
Comments:

Yes Somewhat No

(2.) Is Oklahoma Core Knowledge for Early Childhood Professionals useful?

Yes Somewhat No

Comments:

(3.) Are you able to use Oklahoma Core Knowledge for Early Childhood Professionals in your early childhood position?

Comments:

Yes Somewhat No

(4.) Are you able to use Oklahoma Core Knowledge for Early Childhood Professionals to help your skills progress?
 Comments: Yes Somewhat No

(5.) Additional Comments: Feel free to attach extra pagers, if needed. Thank you for your assistance.

Page No.	Section or Competency Area	Comment	Suggested Change

(6.) What additional guidance or resources would be helpful for you to better use Oklahoma Core Knowledge for Early Childhood Professionals?

Feel free to copy and distribute this form and booklet to coworkers and colleagues for review.

Fax Feedback Form to: (405) 522-2564
Mail Feedback Form to: Oklahoma Human Services
 P.O. Box 25352
 Oklahoma City, OK 73125
Email Feedback Form to: CCS@okdhs.org



**OKLAHOMA
Human Services**

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