

SELF-ASSESSMENT Tool for Competency



A resource to aid professionals in selecting, organizing, and documenting training according to the goals set forth by the Georgia Professional Development Competencies

For the Following Types of Professional:

Early Care and Education Professionals

School-Age Care Professionals

Administrators of ECE or SAC Programs



Georgia Department of Early Care and Learning

Introduction

These Professional Development Competencies delineate the knowledge and skills for childhood care and education professionals (practitioners, teachers, caregivers, providers, group leaders, aides, directors, trainers, etc.) working in a variety of settings (child-care centers, preschools, pre-kindergarten programs, family child care and group homes, school-age care programs, etc.). The purpose of these competencies is to provide a blueprint for individual professional growth as well as guidelines for training and education programs that will meet the needs of professionals in the field.

From *The Georgia Early Care and Education Professional Development Competencies*

Developed 1994-1995 / Revised 2006

Competencies were developed in Georgia to define the specialized body of knowledge needed for early care and education professionals. The competencies create a framework on which those who work with children can build their professional development goals.

The Georgia Professional Development Competencies promote professional growth for individuals in the early care and education field who work with children ages birth through five and in after-school programs. Individual professional development is encouraged through: **Beginning**, **Intermediate**, and **Advanced** level training from state-approved sources; educational achievements through technical colleges, colleges, and universities; and experience in the early care and education field.

Competency goals are delineated for the following areas:*

- ◆ **Early Care and Education (ECE)** professionals who work with children from birth through age five
- ◆ **School-Age Care (SAC)** professionals who work in after-school programs with school-age children
- ◆ **Administration (ADM)** for early care and education program administrators and directors

With the help of these self-assessment charts, training can be planned to match competency goals and levels in each of these areas. The charts can help the early care and education professional organize and document training according to the goals deemed appropriate for each competency level.

For more information about the Georgia Professional Development Competencies, visit
www.training.decal.ga.gov

* The Georgia Early Care and Education Professional Development Competencies also include competencies for Trainers of Early Care and Education, School-Age Care, and Administrative professionals and Providers of Technical Assistance for Early Care and Education and School-Age Care Programs. These areas are not addressed in this publication, but information about the competencies for these areas can be found on the website, www.training.decal.ga.gov.

Using the Self-Assessment Charts

1 *Determine what type of professional you are*

Are you an Early Care and Education (ECE) professional, a School-Age Care (SAC) professional, or a Program Administrator (ADM)? The Self-Assessment Tools for Competency are color-coded according to each of these areas so you can quickly access the charts and competencies that apply to you:

Early Care and Education Professionals

Early care and education (ECE) professionals work with children from birth through age five.

School-Age Care Professionals

School-age care (SAC) professionals work in after-school programs with school-age children.

Administrators of ECE or SAC Programs

Administration (ADM) professionals work in early care and education as program administrators and directors.

2 *Determine your training level*

Early care and education professionals in Georgia can find training and other professional development opportunities tailored to their individual needs. Competencies in early care and education, school-age care, and administration are addressed in training at three different levels: Beginning, Intermediate, and Advanced.

Use your career level (<https://pdr.decal.ga.gov/documents/CareerLevels.pdf>), a consideration of your training history, and the descriptions below to decide what training level is appropriate for you. Your training level should be a guide to the mastery of the competencies suited for you.

Beginning Level Training:

Beginning level training is most appropriate for entry-level professionals or, in some cases, professionals who are further along in their career but are exposed to new information or need a refresher. This level covers a basic understanding and demonstration of developing skills within the competency areas.

Intermediate Level Training:

Intermediate level training is most appropriate for professionals who have a few years of experience and some training, formal education, and/or credentials and includes expanding knowledge and application and refining skills.

Advanced Level Training:

Advanced level training is most appropriate for professionals who have some formal education in the early care and education field. This level is for professionals most often in leadership or mentor roles as lead teachers, directors, administrators, etc. and focuses on a more thorough knowledge and understanding of developmentally appropriate practice.

3 *Find the appropriate self-assessment charts*

Once you have determined your training level, explore the competencies for your area, listed on page 5. Each competency has a separate chart for each training level; for example, the first Early Care and Education competency, or ECE-1, has separate charts for beginning, intermediate, and advanced level competence. These charts are labeled **ECE-1 B**, **ECE-1 I**, and **ECE-1 A** respectively. Each chart has examples of skills that pinpoint an important aspect of that competency. Some of these examples have even more descriptive indicators that further qualify the example. Use the “**Other**” space to include skills that are not listed in the chart but apply to the competency goal.

4 Document and organize your training

Check off the indicators and examples that you have received training in and feel that you have mastered for the appropriate training levels. You may find that you have reached different levels of competence for different competency goals. For example, you may have achieved Advanced Level competence for SAC-3, but still be working on Intermediate Level competence for SAC-2. These self-assessment charts will help you to recognize your strengths and identify areas that need more attention in order for you to achieve your professional development goals. Use the **Comments** boxes to document and keep track of competency examples that you would like to focus on in future trainings.

Area
Training Level

EARLY CARE AND EDUCATION PROFESSIONAL

ECE-1

Competency Code

B

BEGINNING LEVEL

ECE-1 To understand and demonstrate the principles of child growth and development

Competency Goal

Rate your progress to indicate your current competence in ECE-1 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

Examples of Competence

Indicators

A. Recalls knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to: <ul style="list-style-type: none"> <input type="checkbox"/> Describe stages of development and stages of play from infancy to age five. <input type="checkbox"/> Explain the sequence in which children develop physical skills. <input type="checkbox"/> Describe how children develop language skills. <input type="checkbox"/> Identify learning modes for children including sight, hearing, touch, taste, and smell. <input type="checkbox"/> Define self-concept and positive self-image. <input type="checkbox"/> Describe how samples of children's work helps to know each child individually. <input type="checkbox"/> Describe how children learn through active participation. <input type="checkbox"/> Identify developmentally appropriate behavior and state reasonable expectations for children. <input type="checkbox"/> Respond immediately to the needs of children who are crying or distressed. <input type="checkbox"/> List developmental milestones. <input type="checkbox"/> Describe individual temperament styles of adults and children. <input type="checkbox"/> Describe early learning standards for young children (i.e. <i>The Georgia Early Learning and Development Standards</i>) 	Comments:
B. Recognizes how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to: <ul style="list-style-type: none"> <input type="checkbox"/> Identify individual children's interests, abilities, goals, and special needs. <input type="checkbox"/> Describe how children participate at their own level of interest and ability. <input type="checkbox"/> Identify each child's individual styles of interacting with others and making friends. <input type="checkbox"/> Describe the general characteristics and special needs of children. <input type="checkbox"/> Explain the importance of quality experiences and interactions for children with special needs. <input type="checkbox"/> Explain the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.) 	Comments:
C. Awareness of current findings in brain research and best practices for infants, toddlers and preschoolers.	Comments:
D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	Comments:

This Self-Assessment Tool is for **you** to use in whatever way is most effective for **you** in your journey towards becoming a well-rounded, competent, and knowledgeable Early Care and Education professional, School-Age Care professional, or Program Administrator.

Competencies At-A-Glance

Competency Goals for Early Care and Education Professionals (ECE)

- ECE-1 To understand and demonstrate the principles of child growth and development.
- ECE-2 To establish and maintain a safe, healthy learning environment.
- ECE-3 To advance physical and intellectual competence.
- ECE-4 To support social and emotional development and provide positive guidance.
- ECE-5 To establish positive and productive relationships with families.
- ECE-6 To ensure a well-run, purposeful program responsive to each individual child's needs.
- ECE-7 To maintain a commitment to professionalism.

Competency Goals for School-Age Care Professionals (SAC)

- SAC-1 To understand the development of school-age children: Early School-Age (5-6); Middle School-Age (7-9), and Early Adolescence (10 and older).
- SAC-2 To establish a safe, healthy environment and promote wellness.
- SAC-3 To advance physical and intellectual competence and enhance recreational activity.
- SAC-4 To support social and emotional development and provide positive guidance.
- SAC-5 To establish positive and productive relationships with families.
- SAC-6 To ensure a well-run, purposeful program responsive to the needs of each individual child.
- SAC-7 To maintain a commitment to professionalism.

Competency Goals for Administrators of ECE or SAC Programs (ADM)

- ADM-1 To develop and maintain an effective organization.
- ADM-2 To plan and implement administrative systems that provide effective education and support programs.
- ADM-3 To market the program to parents and the community.
- ADM-4 To administer effectively a program of personnel management and staff development.
- ADM-5 To maintain and develop the facility and equipment.
- ADM-6 To possess legal knowledge necessary for effective management.
- ADM-7 To foster good community relations and to influence child-care policy that affects the program.
- ADM-8 To practice responsible financial management.
- ADM-9 To maintain a commitment to ongoing personal/professional growth and development.

ECE-1

B BEGINNING
LEVEL**ECE-1 To understand and demonstrate the principles of child growth and development**

Rate your progress to indicate your current competence in ECE-1 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Recalls knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Describe stages of development and stages of play from infancy to age five.</p> <p><input type="checkbox"/> Explain the sequence in which children develop physical skills.</p> <p><input type="checkbox"/> Describe how children develop language skills.</p> <p><input type="checkbox"/> Identify learning modes for children including sight, hearing, touch, taste, and smell.</p> <p><input type="checkbox"/> Define self-concept and positive self-image.</p> <p><input type="checkbox"/> Describe how samples of children's work helps to know each child individually.</p> <p><input type="checkbox"/> Describe how children learn through active participation.</p> <p><input type="checkbox"/> Identify developmentally appropriate behavior and state reasonable expectations for children.</p> <p><input type="checkbox"/> Respond immediately to the needs of children who are crying or distressed.</p> <p><input type="checkbox"/> List developmental milestones.</p> <p><input type="checkbox"/> Describe individual temperament styles of adults and children.</p> <p><input type="checkbox"/> Describe early learning standards for young children (i.e. <i>The Georgia Early Learning and Development Standards</i>)</p>	<p>Comments:</p>
<p>B. Recognizes how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Identify individual children's interests, abilities, goals, and special needs.</p> <p><input type="checkbox"/> Describe how children participate at their own level of interest and ability.</p> <p><input type="checkbox"/> Identify each child's individual styles of interacting with others and making friends.</p> <p><input type="checkbox"/> Describe the general characteristics and special needs of children.</p> <p><input type="checkbox"/> Explain the importance of quality experiences and interactions for children with special needs.</p> <p><input type="checkbox"/> Explain the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.)</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Awareness of current findings in brain research and best practices for infants, toddlers and preschoolers.</p>	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-1

INTERMEDIATE
LEVEL

ECE-1 To understand and demonstrate the principles of child growth and development

Rate your progress to indicate your current competence in ECE-1 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Applies knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Demonstrate understanding of stages of development and stages of play from infancy to age five.</p> <p><input type="checkbox"/> Recognize the sequence in which children develop physical skills.</p> <p><input type="checkbox"/> Describe a variety of methods for enhancing language development.</p> <p><input type="checkbox"/> Stimulate children through all learning modes, including sight, hearing, touch, taste, and smell.</p> <p><input type="checkbox"/> Discuss self-concept and promote a positive self-image.</p> <p><input type="checkbox"/> Observe and collect samples of children's work in order to know each child individually.</p> <p><input type="checkbox"/> Describe how to provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.</p> <p><input type="checkbox"/> Explain developmentally appropriate behavior and practice reasonable expectations for children.</p> <p><input type="checkbox"/> Respond and identify the needs of children who are crying or distressed.</p> <p><input type="checkbox"/> Recognize developmental alerts or warning signs.</p> <p><input type="checkbox"/> Use knowledge of individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.</p>	<p>Comments:</p>
<p>B. Examines how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Use knowledge about each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.</p> <p><input type="checkbox"/> Allow children to participate at their own level of interest and ability.</p> <p><input type="checkbox"/> Support each child's individual styles of interacting with others and making friends.</p> <p><input type="checkbox"/> Demonstrate knowledge about the characteristics and special needs of children.</p> <p><input type="checkbox"/> Provide quality experiences and interactions for children with special needs.</p> <p><input type="checkbox"/> Determine the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.)</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Applies knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.</p>	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-1

A ADVANCED
LEVEL**ECE-1 To understand and demonstrate the principles of child growth and development**

Rate your progress to indicate your current competence in ECE-1 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Integrates knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Explain the integration of the stages of development and stages of play from infancy to age five in the curriculum and program.</p> <p><input type="checkbox"/> Explain and evaluate the sequence in which children develop physical skills.</p> <p><input type="checkbox"/> Evaluate how children develop language skills and demonstrate a variety of methods for enhancing language development.</p> <p><input type="checkbox"/> Explain how children learn through all learning modes, including sight, hearing, touch, taste, and smell.</p> <p><input type="checkbox"/> Value the importance of self-concept and promoting a positive self-image.</p> <p><input type="checkbox"/> Evaluate samples of children's work in order to know each child individually.</p> <p><input type="checkbox"/> Guide situations and provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.</p> <p><input type="checkbox"/> Assess developmentally appropriate behavior and the importance of reasonable expectations for children.</p> <p><input type="checkbox"/> Respond and interpret the needs of children who are crying or distressed.</p> <p><input type="checkbox"/> Evaluate developmental milestones and respond to developmental alerts or warning signs.</p> <p><input checked="" type="checkbox"/> Assess individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.</p> <p><input type="checkbox"/> Integrate early learning standards for young children (i.e. <i>The Georgia Early Learning and Development Standards</i>)</p>	<p>Comments:</p>
<p>B. Interprets how cultural, social, health and economic statuses impacts child development and learning, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Evaluate each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.</p> <p><input type="checkbox"/> Value the benefits of children participate at their own level of interest and ability.</p> <p><input type="checkbox"/> Assess each child's individual styles of interacting with others and making friends.</p> <p><input type="checkbox"/> Identify and discuss the characteristics and special needs of children.</p> <p><input type="checkbox"/> Advocate for quality experiences and interactions for children with special needs.</p> <p><input type="checkbox"/> Analyze the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.)</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Interprets knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.</p>	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-2

B BEGINNING
LEVEL**ECE-2 To establish and maintain a safe, healthy learning environment**

Rate your progress to indicate your current competence in ECE-2 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Recognizes a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Examine all safety aspects of toys and materials provided for use by children.</p> <p><input type="checkbox"/> Describe supervision that is appropriate for the developmental levels of children.</p> <p><input type="checkbox"/> Know and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.</p>	<p>Comments:</p>
<p>B. Discusses good health, nutrition, and an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Describe and demonstrate general hygiene practices consistently to reduce the spread of infectious diseases.</p> <p><input type="checkbox"/> Describe process for cleaning and sanitizing materials used by children..</p> <p><input type="checkbox"/> Describe and practice diapering/toileting procedures to reduce the spread of infectious diseases.</p> <p><input type="checkbox"/> Describe and encourage health maintenance habits in children.</p> <p><input type="checkbox"/> Describe meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children’s individual and special nutritional needs.</p> <p><input type="checkbox"/> Describe a pleasant and relaxing meal-time experience.</p> <p><input type="checkbox"/> Describe a pleasant and appropriate environment conducive to rest each day.</p> <p><input type="checkbox"/> Understand good health and nutrition practices.</p>	<p>Comments:</p>
<p>C. Recognizes how spaces, relationships, materials, and routines are resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Describe well-arranged spaces that meet the developmental needs of children during routines and play.</p> <p><input type="checkbox"/> Identify a variety of developmentally appropriate materials.</p> <p><input type="checkbox"/> Name materials conducive for children’s play.</p> <p><input type="checkbox"/> Describe a schedule that meets children’s needs for routines, play, and freedom of choice.</p> <p><input type="checkbox"/> Describe how children can take care of their environment, both inside and outside.</p>	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-2

INTERMEDIATE
LEVEL

ECE-2 To establish and maintain a safe, healthy learning environment

Rate your progress to indicate your current competence in ECE-2 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Provides a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Routinely inspect the children’s toys and materials to ensure that they are safe.</p> <p><input type="checkbox"/> Provide supervision that is appropriate for the developmental levels of children.</p> <p><input type="checkbox"/> Explain and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.</p>	<p>Comments:</p>
<p>B. Applies good health and nutrition knowledge and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Employ general hygiene practices consistently to reduce the spread of infectious diseases.</p> <p><input type="checkbox"/> Implement a process for cleaning and sanitizing materials used by children.</p> <p><input type="checkbox"/> Practice diapering/toileting procedures to reduce the spread of infectious diseases.</p> <p><input type="checkbox"/> Practice and encourage health maintenance habits in children.</p> <p><input type="checkbox"/> Provide meals/snacks that meet the USDA (United States Department of Agriculture) requirement for children’s individual and special nutritional needs.</p> <p><input type="checkbox"/> Provide a pleasant and relaxing meal-time experience.</p> <p><input type="checkbox"/> Provide a pleasant and appropriate environment conducive to rest each day.</p> <p><input type="checkbox"/> Demonstrate good health and nutrition practices to others.</p>	<p>Comments:</p>
<p>C. Uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Provide well-arranged spaces that meet the developmental needs of children during routines and play.</p> <p><input type="checkbox"/> Make available a variety of developmentally appropriate materials.</p> <p><input type="checkbox"/> Organize materials conducive for children’s play.</p> <p><input type="checkbox"/> Employ a schedule that meets children’s needs for routines, play, and freedom of choice.</p> <p><input type="checkbox"/> Encourage children to take care of their environment, both inside and outside.</p>	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-2

A ADVANCED
LEVEL**ECE-2 To establish and maintain a safe, healthy learning environment**

Rate your progress to indicate your current competence in ECE-2 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Assesses and provides a safe environment to prevent and reduce injuries as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Monitor and guide others to ensure that all toys and materials provided for use by children are safe.</p> <p><input type="checkbox"/> Assess and provide supervision that is appropriate for the developmental levels of children.</p> <p><input type="checkbox"/> Review and revise as needed established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.</p>	<p>Comments:</p>
<p>B. Determines good health and nutrition and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Implement and evaluate general hygiene practices consistently to reduce the spread of infectious diseases.</p> <p><input type="checkbox"/> Develop and review procedures that ensure all materials used by children are clean and sanitized.</p> <p><input type="checkbox"/> Instruct and monitor others in correct diapering/toileting procedures to reduce the spread of infectious diseases.</p> <p><input type="checkbox"/> Develop and lead others to encourage health maintenance habits in children.</p> <p><input type="checkbox"/> Monitor and provide meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children's individual and special nutritional needs.</p> <p><input type="checkbox"/> Evaluate pleasant and relaxing meal-time experience.</p> <p><input type="checkbox"/> Evaluate pleasant and appropriate environment conducive to rest each day.</p> <p><input type="checkbox"/> Evaluate and adapt good health and nutrition practices.</p>	<p>Comments:</p>
<p>C. Evaluates and uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Evaluate and provide well-arranged spaces that meet the developmental needs of children during routines and play.</p> <p><input type="checkbox"/> Analyze the use of a variety of developmentally appropriate materials.</p> <p><input type="checkbox"/> Evaluate and organize materials to enhance children's play.</p> <p><input type="checkbox"/> Explain the importance of providing a schedule that meets children's needs for routines, play, and freedom of choice.</p> <p><input type="checkbox"/> Develop and implement strategies to encourage children to take care of their environment, both inside and outside.</p>	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-3

B BEGINNING
LEVEL**ECE-3 To advance physical and intellectual competence**

Rate your progress to indicate your current competence in ECE-3 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Discusses a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Identify a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.</p> <p><input type="checkbox"/> Give examples of program activities that meet the individual needs of all children, including those with special needs.</p> <p><input type="checkbox"/> Describe opportunities for children to develop their senses.</p>	Comments:
<p>B. Recognizes activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Name a variety of developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.</p> <p><input type="checkbox"/> Explain interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding)</p> <p><input type="checkbox"/> Identify and label each child's individual learning styles.</p> <p><input type="checkbox"/> Describe developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.</p>	Comments:
<p>C. Understands active communications, opportunities and supports that are necessary for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Describe respectful communication with individual child.</p> <p><input type="checkbox"/> Give examples of talking with children that are appropriate to their developmental level.</p> <p><input type="checkbox"/> Identify ways to talk to children that support meaningful, open-ended conversations, individually and as members of groups.</p> <p><input type="checkbox"/> Explain positive responses to children's attempts to communicate.</p> <p><input type="checkbox"/> Identify ways to involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities)</p>	Comments:
<p>D. Recognizes a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Describe a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.</p> <p><input type="checkbox"/> Identify rhymes, poems, songs, and finger-plays that help children develop emergent literacy skills, such as phonological awareness.</p> <p><input type="checkbox"/> Identify ways to engage children in literacy activities, such as reading and writing.</p>	Comments:
<p>E. Discusses opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> List examples of individual expression and creativity.</p> <p><input type="checkbox"/> Explain developmentally appropriate musical experiences and equipment.</p> <p><input type="checkbox"/> List examples of art experiences with varied mediums that are developmentally appropriate and open-ended.</p> <p><input type="checkbox"/> Describe dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.</p> <p><input type="checkbox"/> Identify and describe opportunities for a variety of developmentally appropriate block play experiences.</p>	Comments:
<p>F. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	Comments:

ECE-3

INTERMEDIATE
LEVEL

ECE-3 To advance physical and intellectual competence

Rate your progress to indicate your current competence in ECE-3 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Provides a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Offer a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.</p> <p><input type="checkbox"/> Adapt program activities to meet the individual needs of all children, including those with special needs.</p> <p><input type="checkbox"/> Offer opportunities for children to develop their senses.</p>	Comments:
<p>B. Provides activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Make available a variety of accessible developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.</p> <p><input type="checkbox"/> Engage in interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding)</p> <p><input type="checkbox"/> Make adaptations for each child's individual learning styles.</p> <p><input type="checkbox"/> Use developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.</p>	Comments:
<p>C. Actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Engage in respectful communication with individual child.</p> <p><input type="checkbox"/> Talk with children in ways that are appropriate to their developmental levels.</p> <p><input type="checkbox"/> Employ various ways to talk to children and engage them in meaningful, open-ended conversations, individually and as members of groups.</p> <p><input type="checkbox"/> Respond positively to children's attempts to communicate.</p> <p><input type="checkbox"/> Involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).</p>	Comments:
<p>D. Provides a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Use a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.</p> <p><input type="checkbox"/> Use rhymes poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness.</p> <p><input type="checkbox"/> Encourage children to engage in literacy activities, such as reading and writing.</p>	Comments:
<p>E. Provides opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Acknowledge and appreciate individual expression and creativity in individuals.</p> <p><input type="checkbox"/> Arrange a variety of developmentally appropriate musical experiences and equipment.</p> <p><input type="checkbox"/> Use art experiences with varied mediums that are developmentally appropriate and open-ended.</p> <p><input type="checkbox"/> Demonstrate dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.</p> <p><input type="checkbox"/> Make available a variety of developmentally appropriate block play experiences.</p>	Comments:
<p>F. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	Comments:

ECE-3

A ADVANCED
LEVEL

ECE-3 To advance physical and intellectual competence

Rate your progress to indicate your current competence in ECE-3 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Evaluates a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design a variety of activities to ensure children develop their large (gross motor) and small (fine motor) muscles. <input type="checkbox"/> Plan, implement, and revise (as needed) program activities to meet the individual needs of all children, including those with special needs. <input type="checkbox"/> Compile data to design and evaluate opportunities for children to develop their senses. 	Comments:
<p>B. Determines activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan, implement, and critique a variety of developmentally appropriate and accessible materials and activities that encourage curiosity, exploration, and problem-solving. <input type="checkbox"/> Formulate, practice, and assess interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.). <input type="checkbox"/> Create, assess, and revise activities to meet each child's individual learning style. <input type="checkbox"/> Design, assess, and critique developmentally appropriate materials and activities that encourage pre-math and pre-science concept development. 	Comments:
<p>C. Determines appropriate opportunities for active communication and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formulate, practice, and record frequent and respectful communication with each individual child. <input type="checkbox"/> Construct and modify ways of talking with children that are appropriate to their developmental levels. <input type="checkbox"/> Compose, practice, and modify ways to talk and engage children in meaningful, open-ended conversations, individually and as members of groups. <input type="checkbox"/> Integrate positive responses to children's attempts to communicate throughout the day. <input type="checkbox"/> Formulate or modify practices to increase ways of involving children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.). 	Comments:
<p>D. Incorporates a variety of opportunities that support children's understanding, acquisition, and use emergent literacy skills, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing. <input type="checkbox"/> Integrate and critique the use of rhymes, poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness. <input type="checkbox"/> Formulate or modify practices to encourage children to engage in literacy activities, such as reading and writing. 	Comments:
<p>E. Incorporates opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess and modify practices to encourage and appreciate individual expression and creativity. <input type="checkbox"/> Plan and implement a variety of developmentally appropriate musical experiences and equipment. <input type="checkbox"/> Design art experiences with varied mediums that are developmentally appropriate and open-ended. <input type="checkbox"/> Prepare, implement, and assess many opportunities for dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment. <input type="checkbox"/> Plan and implement opportunities for a variety of developmentally appropriate block play experiences. 	Comments:
<p>F. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	Comments:

ECE-4

B BEGINNING
LEVEL**ECE-4 To support social and emotional development and provide positive guidance**

Rate your progress to indicate your current competence in ECE-4 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Describes the importance of physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Identify communications that show each child is important, respected, and valued.</p> <p><input type="checkbox"/> Describe a secure, trusting relationship with each child.</p> <p><input type="checkbox"/> Name ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.</p> <p><input type="checkbox"/> Identify self-help skills to promote each child's developing independence and initiative.</p> <p><input type="checkbox"/> Identify signs of readiness for toilet training that support each child in a positive, relaxed environment.</p> <p><input type="checkbox"/> Identify and discuss opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.</p> <p><input type="checkbox"/> List ways to support children and families during separation anxiety and through transitions to new environments or groups.</p> <p><input type="checkbox"/> List varied opportunities for children to recognize and name their own feelings.</p>	<p>Comments:</p>
<p>B. Recognizes that each child needs to feel accepted in the group, he/she needs help learning to communicate and to get along with others, express feelings of empathy and mutual respect with other children and adults, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Label feelings of empathy and respect for others.</p> <p><input type="checkbox"/> Describe characteristics of unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.</p> <p><input type="checkbox"/> Explain ways to encourage children to respect themselves, others, and the environment.</p> <p><input type="checkbox"/> Describe varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.</p>	<p>Comments:</p>
<p>C. Appreciates a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Identify strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.</p> <p><input type="checkbox"/> Identify appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.</p> <p><input type="checkbox"/> Explain a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits</p> <p><input type="checkbox"/> List ways that allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.</p> <p><input type="checkbox"/> Describe consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming so as not to incorporate these in classroom practices.</p> <p><input type="checkbox"/> Name the steps of conflict resolution that guide children through the process.</p> <p><input type="checkbox"/> Identify ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.</p>	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-4

INTERMEDIATE
LEVEL**ECE-4 To support social and emotional development and provide positive guidance**

Rate your progress to indicate your current competence in ECE-4 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Provides physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show each child that he/she is important, respected, and valued. <input type="checkbox"/> Establish a secure, trusting relationship with each child. <input type="checkbox"/> Model ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment. <input type="checkbox"/> Assist and encourage self-help skills to promote each child's developing independence and initiative. <input type="checkbox"/> Respond to the signs of readiness for toilet training to support each child in a positive, relaxed environment. <input type="checkbox"/> Use opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge. <input type="checkbox"/> Support and assist children and families during separation anxiety and through transitions to new environments or groups. <input type="checkbox"/> Use varied opportunities for children to recognize and name their own feelings. 	<p>Comments:</p>
<p>B. Implements practices that helps each child feel accepted in the group, helps her/him learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage and model feelings of empathy and respect for others. <input type="checkbox"/> Use unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities. <input type="checkbox"/> Demonstrate ways to encourage children to respect themselves, others, and the environment. <input type="checkbox"/> Use varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior. 	<p>Comments:</p>
<p>C. Provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems. <input type="checkbox"/> Use appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level. <input type="checkbox"/> Use a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits. <input type="checkbox"/> Employ ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions. <input type="checkbox"/> Analyze the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practice. <input type="checkbox"/> Use the steps of conflict resolution to guide children through the process. <input type="checkbox"/> Test ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors. 	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-4

A ADVANCED
LEVEL**ECE-4 To support social and emotional development and provide positive guidance**

Rate your progress to indicate your current competence in ECE-4 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Develops and implements practices that builds physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design and implement practices that each child is important, respected, and valued. <input type="checkbox"/> Develop secure, trusting relationship with each child. <input type="checkbox"/> Formulate ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment. <input type="checkbox"/> Arrange opportunities for self-help skills that promote each child's developing independence and initiative. <input type="checkbox"/> Plan ways to integrate the signs of readiness for toilet training in a supportive, positive, and relaxed environment. <input type="checkbox"/> Design and integrate opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge. <input type="checkbox"/> Plan, implement, and revise (if needed) support for children and families during separation anxiety and through transitions to new environments or groups. <input type="checkbox"/> Design and integrate varied opportunities for children to recognize and name their own feelings. 	<p>Comments:</p>
<p>B. Fosters individual acceptance for each child, fosters communication and getting along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design opportunities to express feelings of empathy and respect for others. <input type="checkbox"/> Use data to plan and implement unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities. <input type="checkbox"/> Plan, implement, and assess ways to encourage children to respect themselves, others, and the environment. <input type="checkbox"/> Arrange varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior. 	<p>Comments:</p>
<p>C. Determines a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems. <input type="checkbox"/> Plan and implement appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level. <input type="checkbox"/> Use observational methodology to formulate a variety of appropriate positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits that meet the needs of each child. <input type="checkbox"/> Facilitate ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions. <input type="checkbox"/> Evaluate the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practices. <input type="checkbox"/> Plan and implement the steps of conflict resolution to guide children through the process. <input type="checkbox"/> Facilitate ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors. 	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-5

B BEGINNING
LEVEL**ECE-5 To establish positive and productive relationships with families**

Rate your progress to indicate your current competence in ECE-5 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Discusses an open, friendly, and cooperative relationship with each child's family, that encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge opportunities to appreciate children's families as part of the regular program. <input type="checkbox"/> Describe friendships and mutual support between families and staff, while respecting professional boundaries. <input type="checkbox"/> Recognize the importance of using information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children. <input type="checkbox"/> Identify regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills. <input type="checkbox"/> Identify information about resources to help families meet their needs through linkages to services and opportunities. <input type="checkbox"/> Describe how to respond to, and provide appropriate support for, families under stress or in crisis. 	<p>Comments:</p>
<p>B. Awareness of how a program assists in preventing child abuse and neglect, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify best practices that foster children's social competence. <input type="checkbox"/> Observe, recognize, and respond to early warning signs of child abuse or neglect. <input type="checkbox"/> Describe how to assist families in making social connections with other parents and with the staff. 	<p>Comments:</p>
<p>C. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

ECE-5

INTERMEDIATE
LEVEL**ECE-5 To establish positive and productive relationships with families**

Rate your progress to indicate your current competence in ECE-5 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Maintains an open, friendly, and cooperative relationship with each child's family, encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Provide a variety of opportunities to appreciate children's families as part of the regular program.</p> <p><input type="checkbox"/> Engage in friendships and mutual support between families and staff, while respecting professional boundaries.</p> <p><input type="checkbox"/> Use information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.</p> <p><input type="checkbox"/> Offer regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.</p> <p><input type="checkbox"/> Provide information about resources to help families meet their needs through linkages to services and opportunities.</p> <p><input type="checkbox"/> Respond to, and provide appropriate support for, families under stress or in crisis.</p>	<p>Comments:</p>
<p>B. Provides a program that assists in preventing child abuse and neglect, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Use best practices that foster children's social competence.</p> <p><input type="checkbox"/> Observe, recognize, and respond to early warning signs of child abuse or neglect.</p> <p><input type="checkbox"/> Assist families in making social connections with other parents and with the staff.</p>	<p>Comments:</p>
<p>C. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-5

A ADVANCED
LEVEL**ECE-5 To establish positive and productive relationships with families**

Rate your progress to indicate your current competence in ECE-5 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Advocates for an open, friendly, and cooperative relationship with each child’s family, encourages the family’s involvement in the program, and supports the child’s relationship with her/his family, as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate a variety of opportunities to appreciate children’s families as part of the regular program. <input type="checkbox"/> Facilitate friendships and mutual support between families and staff, while respecting professional boundaries. <input type="checkbox"/> Integrate information about each family’s beliefs, cultures, and child-rearing practices in interactions and experiences with children. <input type="checkbox"/> Analyze and revise (if needed) opportunities for each family to learn about and understand a child’s development to strengthen parenting knowledge and skills. <input type="checkbox"/> Search for and keep abreast of information about resources to help families meet their needs through linkages to services and opportunities. <input type="checkbox"/> Guide others to respond and provide appropriate support for families under stress or in crisis. 	<p>Comments:</p>
<p>B. Incorporates a prevention of child abuse and neglect focus as demonstrated by the abilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze and implement best practices that foster children’s social competence. <input type="checkbox"/> Guide others to observe, recognize, and respond to early warning signs of child abuse or neglect. <input type="checkbox"/> Determine effective ways to assist families in making social connections with other parents and with the staff. 	<p>Comments:</p>
<p>C. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

ECE-6

B BEGINNING
LEVEL**ECE-6 To ensure a well-run, purposeful program responsive to each individual child's needs**

Rate your progress to indicate your current competence in ECE-6 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Discusses all available resources to ensure an effective operation, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> List materials and equipment appropriate to the developmental needs of children.</p> <p><input type="checkbox"/> Explain how the communities, school systems, regulatory agencies, and health and social services work together to meet the needs of individual children and families.</p> <p><input type="checkbox"/> Describe activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.</p> <p><input type="checkbox"/> Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.</p>	<p>Comments:</p>
<p>B. Participates in organizing, planning and recordkeeping, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Describe observation and assessment as bases for planning individualized learning experiences and activities.</p> <p><input type="checkbox"/> Explain the importance of keeping records that contain accurate information about the growth, health, behavior, and progress of each child and the group.</p> <p><input type="checkbox"/> Identify developmental and behavioral information to share with families and other professionals.</p> <p><input type="checkbox"/> Explains procedures for smooth transitions from one group to another.</p>	<p>Comments:</p>
<p>C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Participate with others to help orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.</p> <p><input type="checkbox"/> Practice cooperation, support coworkers, and encourage teamwork.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Participates in ongoing program-evaluation and program-improvement efforts.</p>	<p>Comments:</p>
<p>E. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

ECE-6

INTERMEDIATE
LEVEL

ECE-6 To ensure a well-run, purposeful program responsive to each individual child's needs

Rate your progress to indicate your current competence in ECE-6 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Uses all available resources to ensure an effective operation, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Obtain materials and equipment appropriate to the developmental needs of children.</p> <p><input type="checkbox"/> Establish liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.</p> <p><input type="checkbox"/> Provide activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.</p> <p><input type="checkbox"/> Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.</p>	<p>Comments:</p>
<p>B. Organizes, plans, and keeps records, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Use observation and assessment as bases for planning individualized learning experiences and activities.</p> <p><input type="checkbox"/> Maintain records concerning the growth, health, behavior, and progress of each child and the group.</p> <p><input type="checkbox"/> Share developmental and behavioral information with families and other professionals.</p> <p><input type="checkbox"/> Employ procedures for smooth transitions from one group to another.</p>	<p>Comments:</p>
<p>C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.</p> <p><input type="checkbox"/> Practice cooperation, support coworkers, and encourage teamwork.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Participates in ongoing program-evaluation and program-improvement efforts.</p>	<p>Comments:</p>
<p>E. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

ECE-6

A ADVANCED
LEVEL

ECE-6 To ensure a well-run, purposeful program responsive to each individual child's needs

Rate your progress to indicate your current competence in ECE-6 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Assesses available resources to ensure an effective operation, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Adapt materials and equipment to meet the developmental needs of children.</p> <p><input type="checkbox"/> Initiate and maintain liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.</p> <p><input type="checkbox"/> Develop, implement, analyze, and modify activities to be responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.</p> <p><input type="checkbox"/> Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.</p>	<p>Comments:</p>
<p>B. Develops and implements recordkeeping procedures, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Evaluate observation and assessment appropriate for planning individualized learning experiences and activities.</p> <p><input type="checkbox"/> Interpret records concerning the growth, health, behavior, and progress of each child and the group.</p> <p><input type="checkbox"/> Interpret developmental and behavioral information with families and other professionals.</p> <p><input type="checkbox"/> Develop and implement procedures for smooth transitions from one group to another.</p>	<p>Comments:</p>
<p>C. Facilitates communication and cooperation with coworkers, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Guide new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.</p> <p><input type="checkbox"/> Guide others to value cooperation, support coworkers, and encourage teamwork.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Implements ongoing program-evaluation and program-improvement efforts.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-7

B BEGINNING
LEVEL**ECE-7 To maintain a commitment to professionalism**

Rate your progress to indicate your current competence in ECE-7 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Has knowledge of her/his own professional performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Identify self-assessment activities and goals for improvement.</p> <p><input type="checkbox"/> Attend staff meetings.</p> <p><input type="checkbox"/> Read professional books and periodicals about child development and early childhood education practices.</p> <p><input type="checkbox"/> Join professional early childhood organizations.</p> <p><input type="checkbox"/> Identify appropriate training and formal educational opportunities to improve.</p>	<p>Comments:</p>
<p>B. Understands his/her role as a child-care advocate for children and families as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Explain decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.</p> <p><input type="checkbox"/> Describe regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.</p> <p><input type="checkbox"/> Explain program philosophies, goals, and objectives through words and actions.</p> <p><input type="checkbox"/> Describe how to be a role model for children and families.</p> <p><input type="checkbox"/> Explain confidentiality and principles of ethical conduct and privacy laws.</p> <p><input type="checkbox"/> List program practices that balance work and home life at all levels (physical, social, emotional, intellectual).</p>	<p>Comments:</p>
<p>C. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ECE-7

INTERMEDIATE
LEVEL**ECE-7 To maintain a commitment to professionalism**

Rate your progress to indicate your current competence in ECE-7 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Examines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Practice self-assessment and set goals for improvement.</p> <p><input type="checkbox"/> Participate in staff meetings.</p> <p><input type="checkbox"/> Use information from professional books and periodicals about child development and early childhood education practices.</p> <p><input type="checkbox"/> Participate in professional early childhood organizations.</p> <p><input type="checkbox"/> Participate in training and formal educational opportunities to improve.</p>	<p>Comments:</p>
<p>B. Serves as a child-care advocate for children and families and applies professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Make decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.</p> <p><input type="checkbox"/> Analyze regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.</p> <p><input type="checkbox"/> Demonstrate program philosophies, goals, and objectives through words and actions.</p> <p><input type="checkbox"/> Demonstrate a positive attitude and serve as a role model for children and families.</p> <p><input type="checkbox"/> Demonstrate confidentiality and uphold principles of ethical conduct and privacy laws.</p> <p><input type="checkbox"/> Establish program practices that balance work and home life at all levels (physical, social, emotional, intellectual).</p>	<p>Comments:</p>
<p>C. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

ECE-7

A ADVANCED
LEVEL**ECE-7 To maintain a commitment to professionalism**

Rate your progress to indicate your current competence in ECE-7 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Determines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Collect regular self-assessment and revise goals for improvement.</p> <p><input type="checkbox"/> Integrate information from staff meetings into classroom performance and interactions.</p> <p><input type="checkbox"/> Plan and implement information from professional books and periodicals about child development and early childhood education practices.</p> <p><input type="checkbox"/> Design and include, as appropriate, ideas from professional early childhood organizations into practice.</p> <p><input type="checkbox"/> Include ideas from training and formal educational opportunities to improve.</p>	<p>Comments:</p>
<p>B. Determines his/her role as a child-care advocate for children and families and as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Include decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.</p> <p><input type="checkbox"/> Evaluate regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.</p> <p><input type="checkbox"/> Plan and implement program philosophies, goals, and objectives through words and actions.</p> <p><input type="checkbox"/> Self-assess positive attitudes and serve as a role model for children and families.</p> <p><input type="checkbox"/> Value confidentiality and principles of ethical conduct and privacy laws.</p> <p><input type="checkbox"/> Integrate program practices that balance work and home life at all levels (physical, social, emotional, intellectual).</p>	<p>Comments:</p>
<p>C. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

SAC-1

B BEGINNING
LEVEL

**SAC-1 To understand the development of school-age children:
Early School-Age (5-6), Middle School-Age (7-9), and Early Adolescence (10+)**

Rate your progress to indicate your current competence in SAC-1 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p><input type="checkbox"/> A. Discusses developmental characteristics in each age group served.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Understands child and youth development across all age groups.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Acknowledges gender and cultural differences in child and youth development, and recognizes programs free from biases.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Discusses unique characteristics that affect the development of children with special needs.</p>	<p>Comments:</p>
<p>E. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

SAC-1

INTERMEDIATE
LEVEL

**SAC-1 To understand the development of school-age children:
Early School-Age (5-6), Middle School-Age (7-9), and Early Adolescence (10+)**

Rate your progress to indicate your current competence in SAC-1 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p><input type="checkbox"/> A. Applies specialization of knowledge in each age group served.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Applies knowledge of child and youth development across all program areas.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Examines gender and cultural differences in child/youth development and components of unbiased programs.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Examines unique characteristics that affect the development of children with special needs.</p>	<p>Comments:</p>
<p>E. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

SAC-1

A ADVANCED
LEVEL

**SAC-1 To understand the development of school-age children:
Early School-Age (5-6), Middle School-Age (7-9), and Early Adolescence (10+)**

Rate your progress to indicate your current competence in SAC-1 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p><input type="checkbox"/> A. Develops specialization in each age group served.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Integrates into practice knowledge of child and youth development across all program areas.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Develops and evaluates unbiased programs.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Assesses unique characteristics that affect the development of children with special needs.</p>	<p>Comments:</p>
<p>E. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

SAC-2

B

 BEGINNING
LEVEL

SAC-2 To establish a safe, healthy environment and promote wellness

Rate your progress to indicate your current competence in SAC-2 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Demonstrates proficiency in CPR (cardiopulmonary resuscitation) and first aid.	Comments:
<input type="checkbox"/> B. Recognizes strategies for prevention of child abuse.	
<input type="checkbox"/> C. Discusses a safe environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.	
<input type="checkbox"/> D. Discusses unique characteristics that affect the development of children with special needs.	
<input type="checkbox"/> E. Understands public health standards and USDA (United States Department of Agriculture) nutritional guidelines.	
<input type="checkbox"/> F. Has knowledge of safety/health issues of children with special needs.	
<input type="checkbox"/> G. Recognizes nonviolent conflict resolutions and is able to support children in these efforts.	
<input type="checkbox"/> H. Discusses age-appropriate supervision and intervention using guidelines and procedures to create emotionally and physically safe environments.	
<input type="checkbox"/> I. Acknowledges appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).	
<input type="checkbox"/> J. Understands guidelines and procedures to refer participants in crisis to appropriate resources.	
<input type="checkbox"/> K. Discusses established emergency plans and procedures.	
<input type="checkbox"/> L. Understands how to use spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.	
M. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i>	

SAC-2

INTERMEDIATE
LEVEL

SAC-2 To establish a safe, healthy environment and promote wellness

Rate your progress to indicate your current competence in SAC-2 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Demonstrates proficiency in CPR (cardiopulmonary resuscitation) and first aid.	Comments:
<input type="checkbox"/> B. Uses strategies for prevention of child abuse.	
<input type="checkbox"/> C. Provides a safe environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.	
<input type="checkbox"/> D. Promotes good health, physical activity, and good nutrition.	
<input type="checkbox"/> E. Meets public health standards and USDA (United States Department of Agriculture) nutritional guidelines.	
<input type="checkbox"/> F. Demonstrates awareness of safety/health issues of children with special needs.	
<input type="checkbox"/> G. Demonstrates knowledge of nonviolent conflict resolutions and is able to support children in these efforts.	
<input type="checkbox"/> H. Discusses age-appropriate supervision and intervention using guidelines and procedures to create emotionally and physically safe environments.	
<input type="checkbox"/> I. Implements appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).	
<input type="checkbox"/> J. Demonstrates knowledge in utilizing guidelines and procedures to refer participants in crisis to appropriate resources.	
<input type="checkbox"/> K. Follows established emergency plans and procedures.	
<input type="checkbox"/> L. Uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.	
M. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	

SAC-2

A

 ADVANCED
LEVEL

SAC-2 To establish a safe, healthy environment and promote wellness

Rate your progress to indicate your current competence in SAC-2 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Maintains proficiency in CPR (cardiopulmonary resuscitation) and first aid.	Comments:
<input type="checkbox"/> B. Integrates strategies for prevention of child abuse.	
<input type="checkbox"/> C. Assess safety practices in the environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.	
<input type="checkbox"/> D. Develops policies and processes to encourage good health, physical activity, and good nutrition.	
<input type="checkbox"/> E. Develops policies and processes to meet public health standards and USDA (United States Department of Agriculture) nutritional guidelines.	
<input type="checkbox"/> F. Integrates knowledge of safety/health issues of children with special needs.	
<input type="checkbox"/> G. Explains nonviolent conflict resolutions and is able to support children in these efforts.	
<input type="checkbox"/> H. Incorporates age-appropriate supervision and intervention and develops guidelines and procedures to create emotionally and physically safe environments.	
<input type="checkbox"/> I. Assesses and initiates appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).	
<input type="checkbox"/> J. Assesses and incorporates guidelines and procedures to refer participants in crisis to appropriate resources.	
<input type="checkbox"/> K. Plans, implements and reviews (as needed) established emergency plans and procedures.	
<input type="checkbox"/> L. Evaluates spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.	
M. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	Comments:

SAC-3

INTERMEDIATE
LEVEL

SAC-3 To advance physical and intellectual competence and enhance recreational activity

Rate your progress to indicate your current competence in SAC-3 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Utilizes a program appropriate for school-age children that includes new and varied activity choices.	Comments:
<input type="checkbox"/> B. Provides opportunities for children to develop problem-solving and critical thinking skills.	
<input type="checkbox"/> C. Demonstrates flexibility to allow choices that match children's needs and interests.	
<input type="checkbox"/> D. Gives children the option of choosing rest or relaxation.	
<input type="checkbox"/> E. Provides and utilizes a variety of equipment and activities and schedules regular opportunities to promote physical activity and development in school-age children, including children with special needs.	
<input type="checkbox"/> F. Provides opportunities for children to be aware of, and become involved in, the community and career-awareness activities.	
<input type="checkbox"/> G. Provides opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.	
<input type="checkbox"/> H. Provides learning opportunities free from biases.	
<p>I. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	Comments:

SAC-4

INTERMEDIATE
LEVEL

SAC-4 To support social and emotional development and provide positive guidance

Rate your progress to indicate your current competence in SAC-4 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Communicates actively with children, and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.	Comments:
<input type="checkbox"/> B. Provides physical and emotional security to help each child know, accept, and take pride in herself/himself.	
<input type="checkbox"/> C. Provides children the freedom to develop independence and accept responsibility for their actions.	
<input type="checkbox"/> D. Helps each child feel accepted in the group by learning communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).	
<input type="checkbox"/> E. Provides opportunities that develop the importance of peer relationships and close friendships in the lives of school-age children.	
<input type="checkbox"/> F. Encourages relationships that are accepting of differences and free from biases.	
<input type="checkbox"/> G. Promotes the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.	
<input type="checkbox"/> H. Provides a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.	
<input type="checkbox"/> I. Provides opportunities for children to development leadership skills.	
J. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	Comments:

SAC-5

B

 BEGINNING
LEVEL

SAC-5 To establish positive and productive relationships with families

Rate your progress to indicate your current competence in SAC-5 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Discusses the role of an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.	Comments:
<input type="checkbox"/> B. Discusses diversity of families and unbiased relationships with all families served.	
<input type="checkbox"/> C. Understands program guidelines for referral of families in crisis.	
<input type="checkbox"/> D. Describes how to advocate for individual children and their families.	
<input type="checkbox"/> E. Identifies the caregiver's role and responsibility in helping school-age children, youth and their families cope with family issues.	
<input type="checkbox"/> F. Identifies family strengths and how to support them.	
<input type="checkbox"/> G. Identifies community agencies/support groups for referral.	
<input type="checkbox"/> H. Identifies factors and strategies that build resiliency in families and children.	
<input type="checkbox"/> I. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	Comments:

SAC-7

B

 BEGINNING
LEVEL

SAC-7 To maintain a commitment to professionalism

Rate your progress to indicate your current competence in SAC-7 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Has knowledge of child and youth development theory and appropriate practices and promotes quality in school-age services.	Comments:
<input type="checkbox"/> B. Identifies opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.	
<input type="checkbox"/> C. Attends staff meetings.	
<input type="checkbox"/> D. Describes the characteristics of a positive role model for children and families.	
<input type="checkbox"/> E. Explains confidentiality and upholds principles of ethical conduct.	
<input type="checkbox"/> F. Explains regulatory, legislative, and workforce issues and how they affect the welfare of children.	
<input type="checkbox"/> G. Describes a positive attitude toward her/his role in working with children.	
<input type="checkbox"/> H. Describes the program's philosophy, goals, and objectives.	
<input type="checkbox"/> I. Describes information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).	
J. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	Comments:

SAC-7

INTERMEDIATE
LEVEL

SAC-7 To maintain a commitment to professionalism

Rate your progress to indicate your current competence in SAC-7 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Makes decisions based on knowledge of child and youth development theory and appropriate practices and promotes quality in school-age services.	Comments:
<input type="checkbox"/> B. Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.	
<input type="checkbox"/> C. Participates in staff meetings.	
<input type="checkbox"/> D. Acts as a positive role model for children and families.	
<input type="checkbox"/> E. Demonstrates confidentiality and upholds principles of ethical conduct.	
<input type="checkbox"/> F. Analyzes regulatory, legislative, and workforce issues and how they affect the welfare of children.	
<input type="checkbox"/> G. Demonstrates a positive attitude toward her/his role in working with children.	
<input type="checkbox"/> H. States the program's philosophy, goals, and objectives through words and actions.	
<input type="checkbox"/> I. Uses information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).	
J. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	Comments:

ADM-1

B BEGINNING
LEVEL

ADM-1 To develop and maintain an effective organization

Rate your progress to indicate your current competence in ADM-1 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Recognizes internal and external factors that influence the program and its goals by:</p> <p><input type="checkbox"/> Recalling the program's history, philosophy, goals, structure, and legal responsibilities.</p> <p><input type="checkbox"/> Describing applicable regulations, including the rights of licensee.</p> <p><input type="checkbox"/> Discussing the role of boards, advisory groups and host agencies.</p> <p><input type="checkbox"/> Discussing the role of a "community spirit" among staff, families, boards or advisory groups, and children.</p>	<p>Comments:</p>
<p>B. Understands management philosophy through the use of:</p> <p><input type="checkbox"/> A clear mission statement.</p> <p><input type="checkbox"/> Clear objectives based on the program's values</p> <p><input type="checkbox"/> Clear understanding of child-care needs in the community served.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Recalls the principles of organizational management.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Discusses unique characteristics that affect the development of children with special needs.</p>	<p>Comments:</p>
<p><input type="checkbox"/> E. Recognizes the importance of program evaluation and all of its components.</p>	<p>Comments:</p>
<p><input type="checkbox"/> F. Identifies strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.</p>	<p>Comments:</p>
<p><input type="checkbox"/> G. Recognizes program efficiency should include the use of technology.</p>	<p>Comments:</p>
<p>H. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-1

INTERMEDIATE
LEVEL

ADM-1 To develop and maintain an effective organization

Rate your progress to indicate your current competence in ADM-1 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Uses internal and external factors that influence the program and its goals by:</p> <p><input type="checkbox"/> Effectively using the program's history, philosophy, goals, structure, and legal responsibilities.</p> <p><input type="checkbox"/> Complying with applicable regulations, including the rights of licensee.</p> <p><input type="checkbox"/> Working with boards, advisory groups and host agencies.</p> <p><input type="checkbox"/> Providing a sense of "community spirit" among staff, families, boards or advisory groups, and children.</p>	<p>Comments:</p>
<p>B. Employs management philosophy that includes:</p> <p><input type="checkbox"/> A clear mission statement.</p> <p><input type="checkbox"/> Clear objectives based on the program's values</p> <p><input type="checkbox"/> Clear understanding of child-care needs in the community served.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Examines the principles of organizational management.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Selects management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.</p>	<p>Comments:</p>
<p><input type="checkbox"/> E. Uses evaluation information to change and improve the program.</p>	<p>Comments:</p>
<p><input type="checkbox"/> F. Discusses strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.</p>	<p>Comments:</p>
<p><input type="checkbox"/> G. Provides program efficiency that includes the use of technology.</p>	<p>Comments:</p>
<p>H. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-1

A

 ADVANCED
LEVEL

ADM-1 To develop and maintain an effective organization

Rate your progress to indicate your current competence in ADM-1 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Determines internal and external factors that influence the program and its goals by:</p> <p><input type="checkbox"/> Incorporating the program's history, philosophy, goals, structure, and legal responsibilities.</p> <p><input type="checkbox"/> Incorporating applicable regulations, including the rights of licensee.</p> <p><input type="checkbox"/> Incorporating suggestions from boards, advisory groups and host agencies.</p> <p><input type="checkbox"/> Facilitating the development of "community spirit" among staff, families, boards or advisory groups, and children.</p>	Comments:
<p>B. Develops and implements a management philosophy that includes:</p> <p><input type="checkbox"/> A clear mission statement.</p> <p><input type="checkbox"/> Clear objectives based on the program's values</p> <p><input type="checkbox"/> Clear understanding of child-care needs in the community served.</p>	Comments:
<p><input type="checkbox"/> C. Implements the principles of organizational management.</p>	Comments:
<p><input type="checkbox"/> D. Develops and implements management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.</p>	Comments:
<p><input type="checkbox"/> E. Evaluates the program and all its components, and uses the evaluation information to change and improve the program.</p>	Comments:
<p><input type="checkbox"/> F. Plans and implements program activities based on strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.</p>	Comments:
<p><input type="checkbox"/> G. Determines an organized system that includes the use of technology to improve efficiency.</p>	Comments:
<p>H. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	Comments:

ADM-2

B

 BEGINNING
LEVEL

ADM-2 To plan and implement administrative systems that effectively carry out the program's mission, goals, and objectives

Rate your progress to indicate your current competence in ADM-2 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Understands developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Understand the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.</p> <p><input type="checkbox"/> Recognize that enrollment and transitions contribute to separation and adjustment issues for all children and parents.</p> <p><input type="checkbox"/> Understand how to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.</p> <p><input type="checkbox"/> Discuss with staff age-appropriate positive guidance techniques such as conflict resolution and crisis management.</p> <p><input type="checkbox"/> Understand culturally, socially, and linguistically diverse curriculum reflective of the enrollment and the community.</p> <p><input type="checkbox"/> Recognize the importance of child observations as a tool for building curriculum and assessing and meeting needs.</p>	<p>Comments:</p>
<p>B. Discusses with families, a child's development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Identify ways to help staff communicate and develop relationships with families.</p> <p><input type="checkbox"/> Discuss accommodating families' diverse backgrounds and parenting expectations.</p> <p><input type="checkbox"/> Discuss child development and behavioral expectations of children in group settings.</p> <p><input type="checkbox"/> Identify information to assist families in their parenting roles.</p> <p><input type="checkbox"/> Identify information on community resources related to all aspects of family life.</p> <p><input type="checkbox"/> Identify social services and/or health services appropriate for families' needs.</p>	<p>Comments:</p>
<p>C. Has knowledge of up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Identify the components of a food program that meets USDA (United States Department of Agriculture) guidelines.</p> <p><input type="checkbox"/> Identify appropriate indoor and outdoor play safety practices.</p> <p><input type="checkbox"/> Describe regular opportunities for physical activities.</p>	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-2

INTERMEDIATE
LEVEL

ADM-2 To plan and implement administrative systems that effectively carry out the program's mission, goals, and objectives

Rate your progress to indicate your current competence in ADM-2 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Applies and guides others to implement developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Apply knowledge of the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.</p> <p><input type="checkbox"/> Manage enrollment and transitions and give attention to separation and adjustment issues for all children and parents.</p> <p><input type="checkbox"/> Give direction and support to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.</p> <p><input type="checkbox"/> Give direction and support age-appropriate positive guidance techniques and to handle issues, such as conflict resolution and crisis management.</p> <p><input type="checkbox"/> Implement culturally, socially, and linguistically diverse curriculum that is reflective of the enrollment and the community.</p> <p><input type="checkbox"/> Implement child observations as a tool for building curriculum and assessing and meeting needs.</p>	<p>Comments:</p>
<p>B. Actively involves staff and families in communications about child development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Guide/mentor staff communication and relationships skills with families.</p> <p><input type="checkbox"/> Help staff identify and accommodate diverse backgrounds and meet parenting expectations.</p> <p><input type="checkbox"/> Provide education opportunities for families that focus on child development and behavioral expectations of children in group settings.</p> <p><input type="checkbox"/> Provide information and support to assist families in their parenting roles.</p> <p><input type="checkbox"/> Provide information on community resources related to all aspects of family life.</p>	<p>Comments:</p>
<p>C. Provides up-to-date information to others on nutrition, health, and safety program components, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Include a food program that meets USDA (United States Department of Agriculture) guidelines.</p> <p><input type="checkbox"/> Maintain appropriate indoor and outdoor play safety practices.</p> <p><input type="checkbox"/> Ensure regular opportunities for physical activities.</p>	<p>Comments:</p>
<p>D. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-2

A

 ADVANCED
LEVEL

ADM-2 To plan and implement administrative systems that effectively carry out the program's mission, goals, and objectives

Rate your progress to indicate your current competence in ADM-2 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Implements and assesses developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Determine the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.</p> <p><input type="checkbox"/> Develop ways to guide staff to manage enrollment, transitions, separation and adjustment issues for all children and parents.</p> <p><input type="checkbox"/> Evaluate and advise staff dealing with common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.</p> <p><input type="checkbox"/> Assess age-appropriate positive guidance techniques and guide staff to handle issues through conflict resolution and crisis management.</p> <p><input type="checkbox"/> Ensure that the curriculum is culturally, socially, and linguistically diverse, as reflective of the enrollment and the community.</p> <p><input type="checkbox"/> Support and guide staff in the use of child observations as a tool for building curriculum, assessing and meeting needs.</p>	<p>Comments:</p>
<p>B. Evaluates and analyzes effective communication with families about child development, program and policy issues, and caring for the child, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Evaluate and monitor staff communication styles contributing to positive relationships with families.</p> <p><input type="checkbox"/> Evaluate process for accommodating diverse backgrounds and parenting expectations.</p> <p><input type="checkbox"/> Educate families and the general public about child development and behavioral expectations of children in group settings.</p> <p><input type="checkbox"/> Interpret and develop ways to help staff use information to assist families in their parenting roles.</p>	<p>Comments:</p>
<p>C. Supports up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Regularly evaluate processes for providing a food program that meets USDA (United States Department of Agriculture) guidelines.</p> <p><input type="checkbox"/> Evaluate and ensure appropriate indoor and outdoor play safety practices.</p> <p><input type="checkbox"/> Evaluate regular opportunities for physical activities.</p>	<p>Comments:</p>
<p>D. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

ADM-3

B BEGINNING
LEVEL

ADM-3 To market the program to parents and the community

Rate your progress to indicate your current competence in ADM-3 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p><input type="checkbox"/> A. Understands supply-and-demand characteristics of the area served, and list ways the program might respond to those needs.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Understands how to market the program, including defining the image of the program, the appearance of the building, and appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.).</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Recognizes appropriate responses to parental inquiries, including defining the role of all staff in marketing, handling phone calls, tours</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Understands the importance of optimum enrollment.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-3

INTERMEDIATE
LEVEL

ADM-3 To market the program to parents and the community

Rate your progress to indicate your current competence in ADM-3 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p><input type="checkbox"/> A. Uses supply-and-demand characteristics of the area served, and position the program to respond to needs.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Participates in efforts to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Manage responses to parental inquiries and direct staff in handling phone calls, tours, and managing a waiting list.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Maintains optimum enrollment.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-3

A

 ADVANCED
LEVEL

ADM-3 To market the program to parents and the community

Rate your progress to indicate your current competence in ADM-3 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p><input type="checkbox"/> A. Assesses, plans, and implements strategies that reflect the supply-and-demand characteristics of the area served, and positions the program to respond to those needs.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Creates techniques to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Critiques responses to parental inquiries and implements changes as needed.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Plans and implements strategies that optimize enrollment.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-4

B

 BEGINNING
LEVEL

ADM-4 To administer effectively a program of personnel management and staff development

Rate your progress to indicate your current competence in ADM-4 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p><input type="checkbox"/> A. Identifies and manages personnel policies.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Understands and manages payroll, fringe benefits.</p>	<p>Comments:</p>
<p>C. Employs staff management techniques by:</p> <p><input type="checkbox"/> Recruits, selects, and uses strategies to retain quality staff.</p> <p><input type="checkbox"/> Schedules staff consistent with enrollment patterns, involves staff in scheduling decisions, and secures and supervises substitutes.</p> <p><input type="checkbox"/> Identifies and facilitates staff development opportunities that include orientation, in-service, and career development training.</p> <p><input type="checkbox"/> Identifies professional development appropriate to each individual.</p> <p><input type="checkbox"/> Develops and manages a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Identifies and describes positive human relations techniques, including team-building and conflict resolution.</p>	<p>Comments:</p>
<p>E. Identifies individualized guidance, coaching, and supervision for each employee, as demonstrated by the abilities to:</p> <p><input type="checkbox"/> Communicate clear expectations for performance.</p> <p><input type="checkbox"/> Support staff members in their development and accomplishment of professional goals and objectives.</p> <p><input type="checkbox"/> Motivate and challenge staff to set high standards.</p> <p><input type="checkbox"/> Observe objectively and give constructive feedback in a way that helps staff to grow professionally.</p> <p><input type="checkbox"/> Supervise and monitor staff so that quality job performance is recognized and inadequate job performance leads to remediation and/or termination when necessary.</p> <p><input type="checkbox"/> Describes different supervisory styles and methods to meet the individual needs of staff members.</p> <p><input type="checkbox"/> Model appropriate behavior.</p>	<p>Comments:</p>
<p>F. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-4

INTERMEDIATE
LEVEL

ADM-4 To administer effectively a program of personnel management and staff development

Rate your progress to indicate your current competence in ADM-4 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p><input type="checkbox"/> A. Adapts personnel policies to meet the needs of the program.</p>	<p>Comments:</p>
<p>B. Determines ongoing staff management issues by:</p> <p><input type="checkbox"/> Using strategies to retain quality staff.</p> <p><input type="checkbox"/> Adapt staff development opportunities that include orientation, in-service, and career development training.</p> <p><input type="checkbox"/> Motivates staff members to participate in professional development appropriate to each individual.</p> <p><input type="checkbox"/> Monitors and changes as needed a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Employs positive human relations techniques, including team-building and conflict resolution.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Provides individualized guidance, coaching, and supervision for each employee tailored to their ability levels and goals.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-4

A ADVANCED
LEVEL

ADM-4 To administer effectively a program of personnel management and staff development

Rate your progress to indicate your current competence in ADM-4 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p><input type="checkbox"/> A. Analyzing and adapting ongoing staff management.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Mentors staff in positive human relations techniques, including team-building and conflict resolution.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Mentors each employee according to their ability levels and goals.</p>	<p>Comments:</p>
<p>D. Other (describe): <i>Use this section to write in examples of competency areas related to but not otherwise listed above.</i></p>	<p>Comments:</p>

ADM-5

B BEGINNING
LEVEL

ADM-5 To maintain and develop the facility and equipment

Rate your progress to indicate your current competence in ADM-5 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Understands necessary compliance procedures for all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:</p> <p><input type="checkbox"/> Describing the steps necessary to maintain clean, safe buildings and grounds.</p> <p><input type="checkbox"/> Explaining how all program vehicles will be reviewed for safety and assurance of good repair.</p> <p><input type="checkbox"/> Identifying agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.</p>	<p>Comments:</p>
<p>B. Recognizes appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:</p> <p><input type="checkbox"/> Identifying safe indoor, outdoor and playground equipment and materials.</p> <p><input type="checkbox"/> Describing age-appropriate indoor, outdoor and playgroup equipment and materials.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Explains all security practices.</p>	<p>Comments:</p>
<p>D. If space is shared, the beginning administrator can:</p> <p><input type="checkbox"/> Define a mutually positive relationship with host and/or other users.</p> <p><input type="checkbox"/> Explain ways staff can use shared space.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-5

INTERMEDIATE
LEVEL

ADM-5 To maintain and develop the facility and equipment

Rate your progress to indicate your current competence in ADM-5 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Establishes procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:</p> <p><input type="checkbox"/> Applying the steps necessary to maintain clean, safe buildings and grounds.</p> <p><input type="checkbox"/> Reviewing all program vehicles for safety and assurance of good repair.</p> <p><input type="checkbox"/> Working with agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.</p>	<p>Comments:</p>
<p>B. Provides appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:</p> <p><input type="checkbox"/> Supplying safe indoor, outdoor and playground equipment and materials.</p> <p><input type="checkbox"/> Supplying age-appropriate indoor, outdoor and playgroup equipment and materials.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Establishes security practices.</p>	<p>Comments:</p>
<p>D. If space is shared, the intermediate administrator can:</p> <p><input type="checkbox"/> Negotiate a mutually positive relationship with host and/or other users.</p> <p><input type="checkbox"/> Motivate staff in the use of shared space.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-5

A

 ADVANCED
LEVEL

ADM-5 To maintain and develop the facility and equipment

Rate your progress to indicate your current competence in ADM-5 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Maintains procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:</p> <p><input type="checkbox"/> Planning and implementing the steps necessary to maintain clean, safe buildings and grounds.</p> <p><input type="checkbox"/> Evaluating program vehicles for safety and assurance of good repair.</p> <p><input type="checkbox"/> Developing plans to maintain compliance with codes (fire, health, etc.) and other licensure regulations.</p>	<p>Comments:</p>
<p>B. Creates appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:</p> <p><input type="checkbox"/> Organizing and ensuring safe indoor, outdoor and playground equipment and materials.</p> <p><input type="checkbox"/> Organizing and ensuring age-appropriate indoor, outdoor and playgroup equipment and materials.</p>	<p>Comments:</p>
<p><input type="checkbox"/> C. Maintains security practices.</p>	<p>Comments:</p>
<p>D. If space is shared, the advanced administrator can:</p> <p><input type="checkbox"/> Maintain a mutually positive relationship with host and/or other users.</p> <p><input type="checkbox"/> Support staff in the use of shared space.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-6

B I A

 ALL LEVELS

ADM-6 To possess legal knowledge necessary for effective management

Rate your progress to indicate your current competence in ADM-6. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Works with legal counsel and demonstrates general knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applicable regulatory standards. <input type="checkbox"/> Custody issues that affect children in care. <input type="checkbox"/> Child abuse and neglect laws. <input type="checkbox"/> Mandated reporting laws for child abuse and neglect. <input type="checkbox"/> Confidentiality laws that affect children. <input type="checkbox"/> Labor laws that affect children. <input type="checkbox"/> Anti-discrimination laws (including disability laws) that affect children and employees. <input type="checkbox"/> Potential liability issues. <input type="checkbox"/> Occupational Safety & Health Administration (OSHA; United States Department of Labor) rules. <input type="checkbox"/> Contracts that affect the program. 	<p>Comments:</p>
<p>B. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-7

B BEGINNING
LEVEL

ADM-7 To foster good community relations and to influence child-care policy that affects the program

Rate your progress to indicate your current competence in ADM-7 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Is familiar with community services and functions that may include:</p> <p><input type="checkbox"/> Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).</p> <p><input type="checkbox"/> Child-care resource and referral agencies and services offered to parents and providers.</p> <p><input type="checkbox"/> Vendors and service providers needed by the program and/or by families.</p> <p><input type="checkbox"/> Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.</p> <p><input type="checkbox"/> Legislative processes and avenues for participation.</p> <p><input type="checkbox"/> Media and other methods to develop public support and outreach.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Recognizes community networks and coalitions, including relationships with public schools.</p>	<p>Comments:</p>
<p>C. Is familiar with various communication skills, including:</p> <p><input type="checkbox"/> Public speaking.</p> <p><input type="checkbox"/> Writing (proposals, business plans, grants, etc.).</p> <p><input type="checkbox"/> Supervising the production of brochures, flyers, parent handbooks, etc.</p> <p><input type="checkbox"/> Giving media interviews and maintaining media contacts.</p> <p><input type="checkbox"/> Maintaining regular communication with other advocates.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Recognizes the importance of an ongoing commitment to educate the community on issues affecting children and child-care programs.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-7

INTERMEDIATE
LEVEL

ADM-7 To foster good community relations and to influence child-care policy that affects the program

Rate your progress to indicate your current competence in ADM-7 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Possesses knowledge of community services and functions that may include:</p> <p><input type="checkbox"/> Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).</p> <p><input type="checkbox"/> Child-care resource and referral agencies and services offered to parents and providers.</p> <p><input type="checkbox"/> Vendors and service providers needed by the program and/or by families.</p> <p><input type="checkbox"/> Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.</p> <p><input type="checkbox"/> Legislative processes and avenues for participation.</p> <p><input type="checkbox"/> Media and other methods to develop public support and outreach.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Uses community networks and coalitions as needed, including relationships with public schools.</p>	<p>Comments:</p>
<p>C. Demonstrates communication skills, including:</p> <p><input type="checkbox"/> Public speaking.</p> <p><input type="checkbox"/> Writing (proposals, business plans, grants, etc.).</p> <p><input type="checkbox"/> Supervising the production of brochures, flyers, parent handbooks, etc.</p> <p><input type="checkbox"/> Giving media interviews and maintaining media contacts.</p> <p><input type="checkbox"/> Maintaining regular communication with other advocates.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Uses an ongoing commitment to educate the community on issues affecting children and child-care programs.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-7

A

 ADVANCED
LEVEL

ADM-7 To foster good community relations and to influence child-care policy that affects the program

Rate your progress to indicate your current competence in ADM-7 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<p>A. Assesses community services and functions that may include:</p> <p><input type="checkbox"/> Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).</p> <p><input type="checkbox"/> Child-care resource and referral agencies and services offered to parents and providers.</p> <p><input type="checkbox"/> Vendors and service providers needed by the program and/or by families.</p> <p><input type="checkbox"/> Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.</p> <p><input type="checkbox"/> Legislative processes and avenues for participation.</p> <p><input type="checkbox"/> Media and other methods to develop public support and outreach.</p>	<p>Comments:</p>
<p><input type="checkbox"/> B. Builds community networks and coalitions as needed, including relationships with public schools.</p>	<p>Comments:</p>
<p>C. Creates opportunities to build community relationships and influence public policy by:</p> <p><input type="checkbox"/> Giving speeches.</p> <p><input type="checkbox"/> Writing (proposals, business plans, grants, etc.).</p> <p><input type="checkbox"/> Supervising the production of brochures, flyers, parent handbooks, etc.</p> <p><input type="checkbox"/> Giving media interviews and maintaining media contacts.</p> <p><input type="checkbox"/> Maintaining regular communication with other advocates.</p>	<p>Comments:</p>
<p><input type="checkbox"/> D. Maintains ongoing commitment to educate the community on issues affecting children and child-care programs.</p>	<p>Comments:</p>
<p>E. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.</p>	<p>Comments:</p>

ADM-8

B I A

 ALL LEVELS

ADM-8 To practice responsible financial management

Rate your progress to indicate your current competence in ADM-8. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

A. Assumes responsibility for financial management and facilitates decision-making by directing financial staff on methods to present figures for income, expenditures, enrollments, and other information, as demonstrated by the abilities to:

- Understand and use financial tools and concepts, including budget, fixed and variable expense, cash flow, analysis of budget variation, staffing plans, and breakeven analysis.
- Understand concepts of income projection, including pricing strategies, effect of discount policies, and full-time equivalent enrollment.
- Ensure cost-effective purchase of supplies and equipment.
- Maintain accurate and complete financial expenditure reports.
- Collect tuition fees in an efficient and tactful manner.
- Develop a compensation structure that rewards staff retention and increased knowledge and skills.
- Identify federal, state, and local funding sources, both public and private.
- Mobilize needed resources that may include the use of fundraising, unrelated business income, value added programs, grants, or the purchase of service agreements.

Comments:

B. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.

Comments:

ADM-9

B

 BEGINNING
LEVEL

ADM-9 To maintain a commitment to ongoing personal/professional growth and development

Rate your progress to indicate your current competence in ADM-9 at the Beginning level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Has knowledge of her/his personal leadership style and is aware of that style's impact on the organization.	Comments:
<input type="checkbox"/> B. Understands her/his personal philosophy of early care and education.	Comments:
<input type="checkbox"/> C. Recognizes the importance of professional development based on personal assessment.	Comments:
<input type="checkbox"/> D. Attends relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.	Comments:
<input type="checkbox"/> E. Understands the role of a mentor for staff members and families, as well as for individuals within the surrounding community.	Comments:
<input type="checkbox"/> F. Recognizes the importance of memberships in professional organizations and child-advocacy groups.	Comments:
<input type="checkbox"/> G. Understands the role of professional support systems.	Comments:
<input type="checkbox"/> H. Understands the importance of striking a balance between professional, program, and personal responsibilities.	Comments:
<input type="checkbox"/> I. Recognizes policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)	Comments:
<input type="checkbox"/> J. Understands an appropriate professional code of ethics.	Comments:
K. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	Comments:

ADM-9

 INTERMEDIATE
LEVEL

ADM-9 To maintain a commitment to ongoing personal/professional growth and development

Rate your progress to indicate your current competence in ADM-9 at the Intermediate level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Examines her/his personal leadership style and uses that style's impact on the organization.	Comments:
<input type="checkbox"/> B. Uses her/his personal philosophy of early care and education.	Comments:
<input type="checkbox"/> C. Demonstrates professional development skills based on personal assessment.	Comments:
<input type="checkbox"/> D. Participates in relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.	Comments:
<input type="checkbox"/> E. Serves as a mentor for staff members and families, as well as for individuals within the surrounding community.	Comments:
<input type="checkbox"/> F. Participates in professional organizations and child-advocacy groups.	Comments:
<input type="checkbox"/> G. Establishes professional support systems.	Comments:
<input type="checkbox"/> H. Demonstrates a balance between professional, program, and personal responsibilities.	Comments:
<input type="checkbox"/> I. Uses policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)	Comments:
<input type="checkbox"/> J. Uses an appropriate professional code of ethics.	Comments:
K. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	Comments:

ADM-9

A

 ADVANCED
LEVEL

ADM-9 To maintain a commitment to ongoing personal/professional growth and development

Rate your progress to indicate your current competence in ADM-9 at the Advanced level. Check off each competency indicator shown on this page once you feel you have competently and thoroughly achieved the indicator.

<input type="checkbox"/> A. Assesses her/his personal leadership style and is aware of that style's impact on the organization.	Comments:
<input type="checkbox"/> B. Develops and articulates her/his personal philosophy of early care and education.	Comments:
<input type="checkbox"/> C. Develops a plan for continuous professional development based on personal assessment.	Comments:
<input type="checkbox"/> D. Incorporates relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.	Comments:
<input type="checkbox"/> E. Creates opportunities to serve as a mentor for staff members and families, as well as for individuals within the surrounding community.	Comments:
<input type="checkbox"/> F. Maintains membership in professional organizations and child-advocacy groups.	Comments:
<input type="checkbox"/> G. Maintains professional support systems.	Comments:
<input type="checkbox"/> H. Maintains a balance between professional, program, and personal responsibilities.	Comments:
<input type="checkbox"/> I. Incorporates policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)	Comments:
<input type="checkbox"/> J. Plans and implements an appropriate professional code of ethics.	Comments:
K. Other (describe): Use this section to write in examples of competency areas related to but not otherwise listed above.	Comments: