Early Childhood Coordinating Council

Idaho Core Competencies for Early Care and Education

September 2014

ACKNOWLEDGEMENTS

The Idaho Core Competencies for Early Care and Education is a project of the Early Childhood Coordinating Council (EC3). These competencies are the result of years of extensive work of many dedicated and tenacious individuals from across the field of early childhood education and care in Idaho. Due to the fact that so many have made contributions, this is a broad thank you. A special thank you goes to the committee below under the leadership of Dr. David Allen.

EC3 Education and Child Care Committee

David W. Allen, PhD
Nannette Siemens, MEd
Julie Armstrong, MEd
Jennifer M. Ross, MEd
Christine Zacharias, MEd
Ellen Neff, MEd
Melissa Bandy, MEd
Margaret Elkins, MEd

Standards Alignment

Committee as above
Robin Carter, MEd, EdD
Shannon Dunstan, MSW

TABLE OF CONTENTS

Purpose 3

About the Core Competencies 4

Competency Levels Defined for Early Care and Education in the State of Idaho 4

Idaho Degrees, Certificates and Endorsements Competency Areas and Levels 8

Health, Safety and Nutrition 11

Child Growth and Development 15

Child, Family and Community Relationships/Collaboration 18

Learning Environments, Curriculum, and Instruction 20

Child Guidance and Interactions 25

Observation and Assessment 28

Professionalism 31

Glossary of Terms 34

References 35

IDAHO CORE COMPETENCIES FOR EARLY CARE AND EDUCATION

Purpose

The purpose of the Idaho Core Competencies for Early Care and Education is to set a standard for professional development based on research and best practices that meets the needs of practitioners and professionals working with young children in Idaho.

The scope of application for these competencies includes the following:

- To set a standard for professional knowledge, performance, temperament, and character necessary for effectively providing quality care and education to young children.
- To provide guidance and a foundational framework for professional development and professional academic preparation programs.
- To define attainable competencies for individuals improving care and education with young children.
- To support existing systems for crediting, certifying, and credentialing providers in the field of early care and education.

Alignment with National Standards

Competency Areas and Levels defined for Early Care and Education in the State of Idaho are aligned with the National Association for the Education of Young Children (NAEYC), Division of Yearly Childhood (DEC) of the Council of Exceptional Children (CEC), Idaho State Professional Teaching Standards (Which align with the National Council for Teacher Education) and National Association for Family Child Care (NAFCC).

What are NAEYC and CAEP?

The National Association for the Education of Young Children (NAEYC) defines the early childhood period as spanning the years from birth through age 8. The NAEYC Standards for Early Childhood Professional Preparation are: Promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches to connect with children and families; using content knowledge to build meaningful curriculum; growing as a

professional and early childhood experiences. Inclusion and diversity are emphasized across all standards. NAEYC has an accreditation process for schools, colleges, and departments of education.

The National Council for Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) is the teaching profession's mechanism to help establish high quality teacher preparation with a performance–based system of accreditation for schools, colleges, and departments of teacher education.

About the Core Competencies:

Who are they for and how are they to be used?

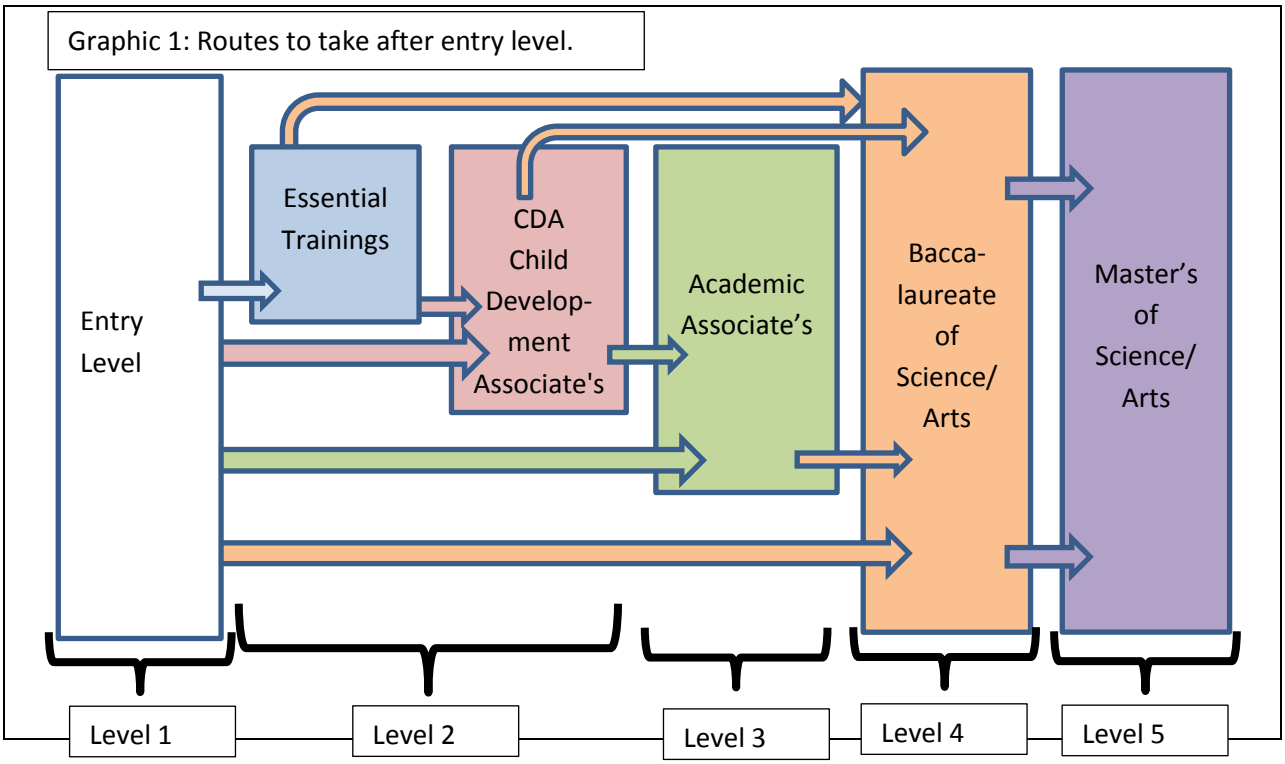
The core competencies are designed for the **practitioners, higher education personnel, administrators, and policymakers.** They are guidelines written to ensure a high standard and a complete scope of practices in early care and education. They are intended to be used to design in-services, courses, trainings, assessments and policies surrounding early care and education in Idaho. The professional using the competencies can be confident that these represent sound principles supported by standards and current research.

Competency Levels Defined for Early Care and Education in the State of Idaho

Professionals in the early care and education field increase their knowledge, understanding, and practice of child development through their experiences and ongoing professional development. The Idaho CORE Competencies for Early Care and Education have been organized from basic to high-level skills across five Levels. Each Level is a building block for the next, with knowledge and skill in the lower Level required before moving to the higher Level. The Levels of competencies are a pathway to enter and progress within the early care and education field.

Level One- Entry Level

Entry Level is where everyone must begin. From this entry point each practitioner must set high standards of commitment to serving children and following the codes of ethics set forth by the National Association of the Education of Young Children (NAEYC) and the Division of Early Childhood (DEC) of the Council on Exceptional Children (CEC). Individuals who are entering the workforce in early care and education must be aware that this is a profession with high standards and ethics that ensure effective service and protection of young children. Choosing a track for training and preparing to meet the needs of children and their families is an exciting and challenging process. This manual is designed to help individuals make plans to become effective contributors to the field of early care and education.



Note: For students/providers already working in the field, the competencies in Levels Two, Three, Four and Five enhance current practice and build pathways for attaining credentials, certificates and degrees (see graphic 1 above for choosing a route and Table 1 below for credentials and requirements).

Level Two- Essential Trainings and/or CDA/CDA Equivalent

Level Two is obtaining knowledge and skills that help providers know how to serve children and families without obtaining an academic degree. In Idaho, there are two formal options to attain basic knowledge and skills to work with young children without seeking a degree. The first option is by completing IdahoSTARS Essential Trainings (http://idahostars.org/) and through applying these concepts while working with young children. Providers who complete IdahoSTARS Essential Trainings have greater capacity to meet health, safety, and developmental needs of children in childcare and educational settings.

A second option allows for national certification and builds the knowledge and skills for a Child Development Associate (CDA) credential or a college credit-based certificate in Child Development or Early

Childhood Education. A college-based CDA credential is not the same as an applied associate's or associate's of art/science. However the credits earned for a college credit-based program can often be applied to an associate or baccalaureate degree. CDA Competency standards are: to establish and maintain a safe, healthy learning environment; to advance physical and intellectual competence; to support social and emotional development and to provide positive guidance; to establish positive and productive relationships with families; to ensure a well-run, purposeful program responsive to participant needs; and to maintain a commitment to professionalism (http://www.cdacouncil.org). This credential requires a high school diploma or GED, 480 hours of experience working with infants and toddlers or preschoolers, 120 hours of education within the eight competency areas (Council for Professional Recognition), and an observation and assessment of teaching practice in a center-based facility, family child care, or home visiting setting.

Level Three- AA, AS, AAS

Level Three builds on the skills and knowledge of Levels One and Two. Professionals are able to understand and apply knowledge from all six competency areas. In addition, competence is evidenced by the professional's ability to describe, discuss, explain, and implement competencies. Professionals can develop curriculum, may be responsible for classroom management, and may include administration.

The Associate's Degree in Early Childhood Education or Equivalents attains 60-64 college credits, with 30-32 college credits (semester hours) in child development–early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children, birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience. Performance-based standards support a student's ability to gain competence in relation to the Idaho state core standards (see LINK in reference list) and National Associations (NAEYC, DEC & NAFCC).

Level Four- Baccalaureate

Level Four builds on requirements of Levels One, Two, and Three. Includes advanced knowledge and skills across all core competencies, and meets all the requirements for a Bachelor's Degree in Early Childhood Education, Child Development, Early Childhood Special Education or related fields. (See NAEYC defined degree equivalencies: http://www.naeyc.org/academy/degreeequivalents). In addition, competence is evidenced by the professional's ability to analyze, describe, discuss, explain, and apply competencies and evidence-based practices. Professionals develop curricula, supervise classroom management, and engage in reflective practices with families. Professionals coordinate community resources that support children and families and administer programs.

Bachelor's degrees that relate may become increasingly specialized at formal levels of education. Professionals may choose to specialize within the Early Childhood field (see table 1). To establish portability across states, practitioners can align with NAEYC and CAEP standards (see NAEYC defined degree equivalencies: http://www.naeyc.org/academy/degreeequivalents). The practitioners can take additional courses to ensure their academic preparation is aligned with national standards. However, Early Childhood degree programs at colleges and universities should align to Idaho state standards. In addition, universities can seek NAEYC Accreditation and/or NCATE/CAEP accreditation.

Level Five- Specialized professional

Level Five includes Levels One, Two, Three, Four and advanced knowledge and skills corresponding to specialized degrees, endorsements, and certificates in early childhood education, early childhood special education, child development, early childhood mental health and other related areas (speech language pathology, occupational therapy, physical therapy, child psychologist, infant mental health provider, etc.).

Idaho degrees and certificates have reciprocity with many other states. However, to ensure portability across states, candidates seeking certificates and endorsements in the State of Idaho may want to align their training with degree equivalencies from NAEYC Degree Equivalencies; see: http://www.naeyc.org/academy/degreeequivalents

Table 1- Idaho Degrees, Certificates and Endorsements Listed by Qualifications and Employment Possibilities.

	Qualifications can be found	Possible professional employment and service to young children.
Essential Training Trained	Complete all IdahoSTARS Essential Trainings	• Child care providers
CDA-Credential (awarded by Council for Professional Recognition)	**Training Pathway:** High school diploma or GED, 480 hours of experience, 120 hours of education from non-academic training. National exam required. **Academic Pathway:** High school diploma or GED, 480 hours of experience, 120 hours of education from college or university. National exam required.	All of the above and: • Teacher assistant in Head Start and private education centers • Teacher in private education centers • Child Development Centers • Home visitors • Early Head Start
ECE Technical Certificate	27 or more college/university credits in ECE (see CWI, CSI, ISU for specific requirements)	All of the above and: • Paraprofessional in public schools
Associate Degree ECE AA, AS, AAS	60-70 college/ university credits with specific ECE and general education requirements.	All of the above and: • Administration • Lead Teacher Head Start
Bachelor Degree in ECSE, ECE, Child Dev., ELED or other related areas. Bachelor Degree in SPED w/ ECSE Endorsement	See Institution requirements *Links to Higher Learning Institutions* • Boise State University • BYU-Idaho • College of Idaho • George Fox University • Idaho State University • Lewis-Clark State College • Northwest Nazarene University • University of Idaho • University of Phoenix - Boise Campus	All of the above and: • Classroom Teacher public schools (also requires Idaho certification) • Special Education Teacher/Early Childhood Special Education Teacher (also requires Idaho certification) • Developmental Specialist in Idaho Infant/ Toddler ** • IdahoSTARS Child Care Resource and Referral Consultant • Habilitative intervention *** • Program Manager

(There are alternate pathways for ELED. If interested, contact the state certification office.)

** Please see DHW Job Classification of Developmental Specialist, Children's Program.

*** Please see Medicaid for children's developmental disability services.

Competency Areas and Levels

These competencies were obtained through a rigorous coding and analysis process called grounded theory (Glaser & Strauss 1967, Glaser 2002). An analysis of National Association for Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, Division of Early (DEC) of the Counsel of Exceptional Children (CEC) professional standards, Idaho Standards for Initial Certification of Professional School Personnel or the Idaho Professional Teaching standards (Core standards and ECSE standards) and the National Association for Family Child Care (NAFCC) Standards was used to develop axial and selective statements. Axial/selective statements that came from this study are, in simple terms, concise statements that categorically and conceptually represent themes that come from a vast amount of related data that exists in the professional standards from these associations listed above. They are designed to make principles of professional development in the field of early care and education less cumbersome. The analysis yielded 6-11 statements in each proficiency area. The statements were then rewritten and placed into levels of professional development or core competencies and proficiencies in the following areas: **Health Safety and Nutrition**, **Child Growth and Development**, **Child, Family and Community- Relationships/Collaboration, Learning Environments, Curriculum and Instruction**, **Child Guidance**, **Observation and Assessment**, and **Professionalism**. To see the alignment of the axial/selective codes with the state and national standards go to www.earlychildhood.dhw.idaho.gov/professionals or http://healthandwelfare.idaho.gov/Portals/0/Children/InfantToddlerProgram/EICC/Oct%2020_14Axial_Standard%20Idaho%20Comp%20Comparison_.pdf

The competencies are aligned with levels 1-4 associated with credentials recognized in the State of Idaho and defined above (entry level, CDA, Associate Degree, Baccalaureate Degree). Level 5 competencies were not developed due to the specificity embedded in the different specialized degrees. However the four levels also correspond with adult learning theory. The essence of the adult learning associated with the four levels is as follows: The essence of level one (entry level) is the provider is a seeker of knowledge and understanding to ensure effective and ethical practices. Level two's (CDA) essence is a competent understanding of foundational knowledge in early childhood care and education. The emphasis is on conceptualizing, but followed by on the job application. The essence of level three (Associates of Arts/Science) is demonstrating clear ability to effectively apply the knowledge of the profession. The essence of level four (Baccalaureate of Arts/Science) is the ability to apply, but also to demonstrate an ability to evaluate effectiveness of programming, reflect, adjust, problem-solve and integrate new research and knowledge in order to improve programming and services. Entry level providers and each subsequent level should learn at minimum health and safety essential for child care and be familiar with codes of ethical conduct. CDA level credentialing focuses on establishing knowledge with some observations to ensure application is initiated. However, Associates degree students and graduates have a strong practicum piece, with rigorous supervision. Baccalaureate Degree students should also have rigorously supervised

applied practica, but these students and graduates should also be trained to draw from their required general education, their increased exposure to scientific research/methods and thought and thus, to take a multidisciplinary approach to reflecting and then solving early childhood professional dilemmas (as well as practicing the profession in general).

Higher level competencies add on to the lower level competencies. Providers may progress through these adult learning levels by having on-the-job experiences and may obtain knowledge and skills that are higher than their credential. However, credentials are often required in order to participate in certain practices in the field of early care and education. The credential may also dictate the types of employment, positions or salary one can obtain. The developing professional should always seek formal professional development credentials and degrees that align with their goals and aspirations in the field of early care and education. For example, if a provider wants to work in a public developmental preschool, the provider will be required to earn a Baccalaureate of Science in Early Childhood Special Education (see table 1). If a provider wants to work as childcare professional, he or she should complete the essential trainings and ensure their facility, if privately owned, meets the health, safety and quality standards (See Idaho QRIS). These competencies, aligned with levels and credentials, act as a standard for professional development, based on research and best practices, that meets the needs of practitioners and professionals working with young children in Idaho.

Health, Safety and Nutrition

Early care and education professionals understand that health, safety, and nutrition are essential to support children's physical and emotional health. Professionals who interact with young children and their families must understand and promote sound health practices, provide adequate nutrition, educate about immunizations, and protect children from disease. This responsibility includes knowing and using established health practices that reflect safety, prevention, and preparedness.

Health, Safety and Nutrition		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
1-	**Accesses, Uses, and Maintains Health and Safety Records**	Seeks to find and use records, services and resources to prevent abuse, and promote healthy experiences while in their care, while maintaining confidentiality	Understands the confidential nature of records documenting health, safety, medical, social, nutrition and special needs and the importance of maintaining records.	Uses information found in confidential records to ensure safe and healthy childhood experiences. Maintains records for further programming and services for children.	Ensures, accesses and maintains confidentiality of records including health, safety (i.e., emergency contact), medical, social (including abuse), nutrition and special needs and then access resources, using technology and the community to meet individual needs of children.
2-	**Cleanliness and Safety**	Finds effective practices that maintain cleanliness and ensure safety of environment.	(same as level 3)	Able to follow regulations, maintain cleanliness and ensure safety of environment (facility) and equipment, both indoors and outdoors.	Evaluates and modifies systems to maintain cleanliness and ensure safety of environment (facility) and equipment, both indoors and outdoors.
3-	**Training and Collaboration of Staff**	Strives to find opportunities to learn and collaborate with staff on health, safety, abuse, disaster response, crisis prevention/ intervention, and meal preparation and facilitation.	(same as level 3)	Schedules and promotes proper training for staff, ***collaboration*** on health, safety, abuse, disaster response, crisis prevention/ intervention, and meal preparation and facilitation.	Safeguards proper training for staff ***and collaboration*** on health, safety (cleanliness, equipment and management), disaster response, ***crisis prevention/intervention***, meal facilitation, and abuse procedures ***for infants and young children.***

Health, Safety and Nutrition Continued…		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
4-	**Connects Families with Community Resources**	Searches for community resources that can help families receive additional help and services.	Understands the importance of helping the family holistically and is aware of community resources to refer families for support and services in health, medical, nutritional, emotional and physical needs.	Makes referrals with families, helping them find reliable community resources or counseling for health, medical, nutritional, emotional, and physical needs.	Collaborates with families, helping them find reliable community resources or counseling for health, medical, nutritional, emotional, and physical needs in and out of the home, as well as educates them about the importance of immunizations, and safety (sleep, equipment, water, healthy screen time, etc.).
5-	**Individualized and Group Nutritional, Physical and Medical Needs**	Strives to be aware and know how to meet the individual developmental, medical, nutritional needs of all children. Seeks to know appropriate screen time for age of children and peruses knowledge about appropriate physical activity, healthy food and drink choices. (See CACFP http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program.)	Is aware of the individual developmental, medical and nutritional needs of children. Also aware of adaptation for equipment, materials, activities and foods that are safe and developmentally appropriate for all children. Understands appropriate the need for physical activity and healthy food /drink choices.	Knows the individual developmental, medical and nutritional needs of children, so he/she is able to provide, maintain, and adapt daily nutritional foods, equipment, materials, and activities that are safe and developmentally appropriate for all children.	Knows the individual developmental, medical and nutritional needs of children and how they respond to programming and adaptations of equipment, materials, activities and food. Assesses and adjusts activities designed for indoor and outdoor Limits screen time, encourages physical activity, provides and encourages healthy food choices, limits sugary drinks.
6-	**Responsive to Policy and Procedures to Prevent and Respond to Health, Safety and Nutrition**	Pursues knowledge about policies and procedures that define medical administration, injury, nutrition, safety, and abuse or neglect situations.	Comprehends policies and procedures for daily health checks, cleanliness and immunizations, medical administration, injury, nutrition, safety, and abuse or neglect situations.	Follows policies and procedures that include caring, documenting and reporting for health checks, cleanliness, immunizations, medical, injury, nutrition, safety, and abuse or neglect situations.	Determines and regulates policies and procedures that follow-through, document, and report health checks, cleanliness, immunizations, medical, injury, nutrition, safety, and abuse or neglect situations.

Health, Safety and Nutrition Continued…		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
7-	**Medical & Other Conditions, Special Needs**	Looks for signs/ indicators of child illnesses. Seeks information relating to medical condition and special needs. Reports diseases required in Idaho. (See Idaho Reportable Diseases.)	Recognizes the signs/ indicators of child illnesses and the impact that medical conditions, special needs, ***stress, trauma, protective/ resilience, biological, environmental, social-emotional, mental and*** pre- through post-natal factors have on the development and learning of children.	Identifies and responds to signs/ indicators of child illnesses and the impact that medical conditions, special needs, ***stress, trauma, protective/ resilience, biological, environmental, social-emotional, mental and*** pre- through post-natal factors have on the development and learning of children. Employs daily health checks. Reports diseases required in Idaho. (See Idaho Reportable Diseases) When trained can administer health interventions (i.e. EpiPen®).	Evaluates and responds to signs/ indicators of child illnesses and the impact that medical conditions, special needs, ***stress, trauma, protective/ resilience, biological, environmental, social-emotional, mental and*** pre- through post-natal factors have on the development and learning of children. Also responsively attends to the impact of these factors on ***relationships***, ***families' resources, concerns and priorities.*** Reports diseases required in Idaho. When trained can administer health interventions (i.e. EpiPen®).
8-	**Emergency Procedures, Abuse Prevention and Reporting**	Same as level 3	Same as level 3	Maintains first aid, CPR certification, and emergency contact list for parents, and advocacy role for the protection of children. Understands and follows a legal obligation to report any suspected forms of abuse (physical, neglect, sexual, emotional, etc.). Can implement emergency/ facility's disaster plan, for both natural and man-made disasters.	Ensures use of first aid, CPR certification, and emergency contact list for parents, and advocacy role for the protection of children. Sets and determines effective procedures to prevent/ report any suspected forms of abuse (physical, neglect, sexual, emotional, etc.). Can make, adjust and implement emergency/ facility's disaster plan, for both natural and man-made disasters.

Health, Safety and Nutrition Continued…		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
9-	**Infectious/ Communicable Disease**	Same as level 3	Same as level 3	Follows processes to stop the spread of communicable diseases by ensuring that staff and children are immunized, using universal precautions, regulating admission of students, and knowing which diseases are reportable to local health ***and social services.***	Knows how to develop and modify effective processes to stop the spread of communicable diseases by ensuring that staff and children are immunized, using universal precautions, regulating admission of students, and knowing which diseases are reportable to local health ***and social services.***
10-	**Educate Children and Create Structured yet Self-directed Environments**	Tries to find information about safety, nutrition, physical health, domain development, in order to better educate children and create environments that are welcoming, with a balance of structure and self-directedness.	Knows about safety, nutrition, physical health, domain development, in order to better educate children and create environments that are welcoming, with a balance of structure and self-directedness.	Uses knowledge about safety, nutrition, physical health, domain development, to educate children and create environments that are welcoming, with a balance of structure and self-directedness conducive to developing self- efficacy.	Evaluates and adjusts teaching and learning based on knowledge about safety, nutrition, physical health, domain development, to educate children. Evaluates and adjusts environments that are welcoming, with a balance of structure and self-directedness conducive to developing self-efficacy.

Child Growth and Development

Early care and education professionals will have knowledge and understanding of the developmental domains: cognitive, physical, social-emotional, language-literacy, self-help and play. The professional recognizes that each domain is interconnected and may develop at different rates due to multiple influences in each child's life. The professional understands that each child is an active participant in their own development. The professional supports families in understanding and responding to the stages of a child's development. The professional uses developmental knowledge to create a healthy, respectful, challenging, and achievable learning environment/curriculum for the young child.

Child Growth and Development		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
1-	**Milestones and Idaho Early Learning Guidelines (IELG)**	Searches childhood growth and development milestones (using Idaho Early Learning Guidelines) across all developmental domains. Seeks to understand typical and atypical development.	Comprehends early childhood growth and development milestones (using IELGs) across all developmental domains Understands typical and atypical development.	Pinpoints and implements early childhood growth and development milestones (using IELGs) across all developmental domains. Uses knowledge growth and development to be responsive to children with typical and atypical development.	Identifies, implements, and articulates early childhood growth and development milestones (using IELGs) based on children's needs, across all developmental domains. Uses knowledge growth and development to be responsive to children with typical and atypical development.
2-	**Collaboratively Meeting Child Goals**	Looks for collaborative ways to meet child goals with all parties involved in the child's care (i.e., parents, therapists, aides, educators, etc.).	Works to meet child goals through developing collaborative relationships with all parties involved in the child's care (i.e., parents, therapists, aides, educators, etc.).	Effectively meets child goals through collaborative relationships with all parties involved in the child's care (i.e., parents, therapists, aides, educators, etc.).	Determines effectiveness in meeting child goals through collaborative relationships with all parties involved in the child's care (i.e., parents, therapists, aides, educators, etc.). Adjusts and maintains communication to effectively collaborate and help the child develop.

Child Growth and Development Continued…		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
3-	**Exploration and Play**	Seeks to set up the environment to promote self-discovery and learning through meaningful play.	Realizes the developmental significance of self-discovery and learning through meaningful play.	Promotes exploration, self-discovery and learning through meaningful play experiences across all developmental domains.	Determines effectiveness of children's exploration, self-discovery and learning through meaningful play experiences across all developmental domains.
4-	**Effect of Outside Influences on Developmental Growth and Learning**	Discovers the effect of outside influences on developmental growth and learning.	Appreciates the effect of outside influences on developmental growth and learning.	Spots the effect of outside influences on developmental growth and learning, and adapts and modifies curriculum accordingly.	Recognizes the effect of outside influences on developmental growth and learning, and effectively adapts and modifies curriculum to meet needs of individual children.
5-	**Diverse Backgrounds Influence Family and Child Development**	Seeks to understand culture, family background, values, traditions, child temperament (personality), etc.	Recognizes unique differences (including culture, family background, values, traditions, child temperament (personality), etc.) in children and families can positively and negatively impact learning, growth, development and rate of development depending on the responsiveness of programming and service providers.	Responds to the unique differences (culture, family background, values, traditions, child temperament /personality, etc.) in children and families and advocates for positive impact. Assesses and determines possible negative impacts learning, growth, and rate of development.	Assesses possible positive and negative impact of culture, family background, values, traditions, child temperament (personality), etc. on learning, growth, development and designs curriculum, environments and instruction to be responsive to the children's and families' diverse backgrounds.
6-	**Current Growth and Development Theory and Research**	Searches and reviews current growth and development theories, research, philosophies, and practices to support developing children.	Appreciates current growth and development theories, research, philosophies, and practices to support developing children.	Applies current growth and development theories, research, philosophies, and practices to support typically and atypically developing children.	Evaluates practices and implements current growth and development theories, research, philosophies, and practices to support typically and atypically developing children.

Child Growth and Development Continued…		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
7-	**Parental Involvement and Supports for Domain Development**	Seeks parental involvement, family support, access to reputable community resources and services that promote language/ literacy, cognitive, physical-motor, social emotional, and self-help development. Look for how the family system impacts all areas of development.	Comprehends the importance of parental involvement, family support, access to reputable community resources and services that promote language/ literacy, cognitive, physical-motor, social emotional, and self-help development. Understands infants' and toddlers' brain and other development is impacted by the primary caregivers.	Promotes language/ literacy, cognitive, physical-motor, social emotional, and self-help development through parental involvement, family support and by supplying access to reputable community resources and services for all children. Helps primary caregivers create interactions and experience to promote healthy brain development.	Evaluates and adjusts parental involvement, family support, access to reputable community resources and services that promote language/ literacy, cognitive, physical-motor, social emotional, and self-help development. Responsive to young children's brain development through coaching primary care-providers.
8-	**Developmental Needs and Interests**	Finds curriculum-based activities that are focused on the developmental needs and interests of the children in their care.	Recognizes curriculum-based activities that are focused on the developmental needs and interests of the children in their care.	Creates curriculum-based activities that are focused on the developmental needs and interests of the children in their care.	Gauges child responsiveness and adjusts curriculum-based activities that are focused on the developmental needs and interests of the children in their care.
9-	**Assessment and Referrals**	Seeks to understand the assessment process and, with the help of community/ facility resources, observes strengths and needs of children and discovers ways to make appropriate referrals for additional help and services.	Understands the importance of making observations and assessments using formal and informal data (finds strengths and needs); recognizes when a referral should be made and collaborates with others.	Makes observations and assessments using formal and informal data (finds strengths and needs); recognizes when a referral should be made and collaborates with others.	Evaluates and assesses using formal and informal data (finds strengths and needs), supports children based on data and recognizes when a referral should be made and, with correct permission and collaboration, makes the referral. Adjusts intervention based on child responsiveness.

Child, Family and Community Relationships/Collaboration

Early care and education professionals engage with young children and their families to create respectful relationships through understanding family characteristics and culture. Professionals foster trusting and collaborative relationships with families to build their strengths and support children's learning and development, regardless of abilities, culture, and backgrounds. Professionals partner with community agencies and organizations to empower families to access resources and advocate for themselves and their children. Professionals educate policy makers and advocate for the needs of families and children.

Child Family and Community		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice.
The professional early childhood educator and care provider…..					
1-	**Aligns Services and Supports to Match Families**	Seeks to discover the unique needs and abilities evident in families.	Understands that each family is unique and the need for differing services to support individual values and characteristics.	Values factors that make each family unique and aligns services to support individual values and characteristics.	Determines the factors that make each family unique and modifies or adapts services to support individual values and characteristics.
2-	**Effective and Proficient Collaboration**	Tries to find ways to connect and communicate with the child, family, community members, and other professionals.	Appreciates the need for collaboration and seeks communication with child, family, community members, and other professionals.	Consistently collaborates with the child, family, community members, and other professionals in an effective and proficient manner.	Evaluates the consistency and effectiveness of collaboration with the child, family, community members, and other professionals and adjusts collaboration to increase effectiveness and proficiency.
3-	**Policies and Procedures, Ethics, Laws, and Confidentiality**	Finds out about family policies and procedures, ethics, laws, and confidentiality standards relating to child care and education.	Understands child and family policies and procedures, ethics, laws, and confidentiality while staying up to date on professional knowledge and practices.	Effectively follows through with child and family policies and procedures, ethics, laws, and maintains confidentiality while staying up to date on professional knowledge and practices.	Designs or emphasizes, based on needs of children and families, policies and procedures, ethics, laws, and ensures confidentiality. Researches to stay up to date on professional knowledge and practices.

Child Family and Community Continued…		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
4-	**Community Resources and Educational Transitions**	Discovers appropriate and relevant community resources and becomes aware of educational and other transitions for families and children.	Knows of appropriate and relevant community resources and supports educational or other transitions for families and children.	Finds and creates appropriate and relevant resources for families. Assists in accessing community resources and with educational/ other transitions between services.	Determines appropriate and relevant resources for families. Finds or creates resources to support families, including education, transition in services.
5-	**Meet Social/Emotional Developmental Needs**	Makes efforts to understand and to meet social/emotional developmental needs.	Understands social/emotional development and the need for a safe and appropriate learning environment.	Promotes social/emotional development in a safe and appropriate learning environment.	Assesses the appropriateness of the learning environment and designs safe and appropriate social emotional experiences for children and families.
6-	**Family Systems Theory, Coaching and Advocacy**	Looks for opportunities to advocate for families and improve systems impacting families.	Understands family systems theory while serving as a child and family advocate.	Serves as a family advocate by applying the family system theory. Is able to listen, support, and instill understanding of child development. Teams with families to embed learning and practice as well as encourage parent advocacy.	Advocates and coaches families by listening, supporting, sharing knowledge of their child's development. Teams with families to embed learning and practice in natural routines and encourages parent advocacy.

Learning Environments, Curriculum, and Instruction

Learning environments promote exploration, play, discovery, learning, health, and safety for all children in all domains and support children's learning and development by incorporating their interests and experiences and encouraging curiosity. The curriculum planning and assessment process is an ongoing cycle of observation, developmental understanding of children's growth, documentation, interpretation and reflection, planning, and implementation that addresses children's learning individually and collectively. Professionals provide a balance between teacher- and child-directed learning to promote overall development and meet learning outcomes for every child. Early care and education professionals support children's learning and development through the context of meaningful relationships, build on children's strengths, incorporate multiple approaches to learning, and reflect the cultural and linguistic experiences of children. Social–emotional development and emotion regulation are seen as key components of school readiness, and curriculum for young children includes personal care routines, schedules, environments, and interactions that meet children's individual needs and reflect diverse perspectives and interests.

Learning Environments		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
1-	**To play, Actively Explore, Create, and Participate in Multisensory Hands-on and Firsthand Experiences**	Seeks to find ways to allow children to express, ask questions, construct knowledge and reflect about the world they live in.	Appreciates the essential need for rich, safe and healthy indoor and outdoor opportunities for children to play, actively explore, create, and participate in multisensory hands-on and firsthand experiences.	Provides rich, safe and healthy indoor and outdoor opportunities for children to play, actively explore, create, and participate in multisensory hands-on and firsthand experiences.	Provides rich, safe and healthy indoor and outdoor opportunities for children (responsive to diverse backgrounds and abilities of children) to play, actively explore, create, and participate in multisensory hands-on and firsthand experiences.

Learning Environments Continued…		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
2-	**Technology, Indoor and Outdoor Environmental Design**	Seeks environmental design, and intentional use of curriculum, rotation of diverse equipment, materials, music/arts and daily routines to increase interest in children.	Understands the importance of technology, indoor and outdoor environmental design, and intentional use of curriculum, rotation of diverse equipment, materials, music/arts and daily routines in learning.	Uses technology, indoor and outdoor environmental design, and intentional use of curriculum, rotation of diverse equipment, materials, music/arts and daily routines to promote children's interest and motivation.	Responsively designs environments (materials indoor and outdoor, technology etc.) to increase access to learning and early childhood experiences for all children. (Individualizes level 3)
3-	**Materials, Activities and Routines**	Looks for indoor/outdoor, resting/active, quiet/ loud, teacher-led/child-led, large/small groups and individual learning activities for children in his or her care.	Realizes the need for consistent yet flexible materials, activities and routines across the following dimensions: indoor/outdoor, resting/active, quiet/loud, teacher-led/child-led, large/ small groups and individual learning.	Develops and provides consistent yet flexible materials, activities and routines across the following dimensions: indoor/outdoor, resting/active, quiet/loud, teacher-led/child-led, large/small groups and individual learning.	Develops and provides consistent yet flexible materials, activities and routines that match the developmental needs, prior knowledge and interests/ strengths of individual children across the following dimensions: indoor/outdoor, resting/active, quiet/loud, teacher-led/child-led, large/ small groups and individual learning.

Curriculum		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
1-	**Aligns Curriculum with Idaho's ELeGs, Common Core State Standards**	Strives to understand and use Idaho's ELeGs, Common Core State Standards and other early learning standards for planning and promoting children's development.	Knows and is familiar with Idaho's ELeGs, Common Core State Standards and other early learning standards for planning and promoting children's development.	Knows and aligns curriculum with Idaho's ELeGs, Common Core State Standards and other early learning standards for planning and promoting children's development across physical/motor, language/communication, social-emotional approaches to learning and cognition and adaptive domains.	Aligns curriculum with Idaho's ELeGs and individual children's needs, along with the Common Core State Standards and other early learning standards. Teachers also understand and are current in academic domains, including: English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, physical education and other disciplines applicable to their certification.
2-	**Engaging, Relevant, Challenging, but Achievable Curriculum**	Seeks to learn about and use engaging, relevant, challenging, but achievable curriculum and activities.	Aware of the importance of rich opportunities, engaging, relevant, challenging, but achievable curriculum and activities.	Ensures rich learning opportunities that are engaging, relevant, challenging, but achievable This includes maintaining a current, non-biased and evolving understanding of content across disciplines of knowledge (at local and global levels).	Designs and implements rich learning opportunities that are intentional, engaging, culturally relevant, challenging, but achievable and that foster children's readiness skills for advancing into or in school. This includes maintaining a current, non-biased and evolving understanding of content across disciplines of knowledge (at local and global levels).
3-	**Uses Tools of Inquiry**	Questions, researches, and assesses different types and forms of curricula to find optimal level and interest for young children.	Understands tools of inquiry (hypothesizing, questioning, researching, assessing, collaborating with parents and professionals, interviewing, and observing) to select/define curriculum and to help children to develop in their learning.	Uses tools of inquiry (hypothesizing, questioning, researching, assessing, collaborating with parents and professionals, interviewing, and observing) to select/define curriculum and ideas to be emphasized. Promotes and invites children to use tools of inquiry to guide their own learning at appropriate age and ability levels.	Uses tools of inquiry (hypothesizing, questioning, researching, assessing, collaborating with parents and professionals, interviewing, and observing) to select/define curriculum that meets children's individual needs. Also helps children guide their own learning using tools of inquiry at developmentally appropriate levels for children.

Curriculum Continued…		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
4-	**Plans, prepares and organizes, curriculum**	Discovers curriculum, learning activities, and environments that ensure healthy development across the following developmental domains: gross and fine motor, cognition, communication (receptive and expressive language), social-emotional, and adaptive.	Identifies curriculum, learning activities, embedded practice and environments that ensure healthy development across the following developmental domains: gross and fine motor, cognition, communication (receptive and expressive language), social-emotional, and adaptive.	Plans, prepares and organizes, curriculum, learning activities, embedded practice and environments that ensure healthy development across the following developmental domains: gross and fine motor, cognition, communication (receptive and expressive language), social-emotional, and adaptive. (See below)	Plans, prepares and organizes, curriculum, learning activities, embedded practice and environments that ensure the development of self-directedness (planning and learning), self-regulation and healthy development across the developmental domains. (See below)

The Level three and four professional early childhood educator and care providers understand…				
a. Cognitive/ Approaches to learning are developed though promoting healthy inquiry, exploration, hypothesizing, testing and reflecting on experiences and learning. Teachers facilitate opportunities for children practice sequencing, recalling, and problem-solving.	b. Language and communication are developed through promoting responsive verbal and nonverbal interactions between adult –child dyads, child-child dyads and groups of children mixed with adults. Teachers maintain conversations and book sharing/reading in an interactive way that supports development of receptive and expressive language, communication and reading.	c. Healthy Social Emotional abilities are developed through positive and respectful social /emotional interactions between child and adult, as well as child to child. Instills empathy, mutual respect, but maintains assertiveness, self-awareness / acceptance and autonomy in daily routines and social interactions.	d. Motor/physical development is developed, through engaging physical activities that promote sustained physical activity. The teacher promotes motor development ability through practicing and doing safe and healthy activities for young children.	e. Adaptive ability is developed through embedded opportunities to care for self and meet the child's own needs. The teacher promotes independence through scaffolding and supporting in the least intrusive way. Instills empathy, mutual respect, but maintains assertiveness, self-awareness / acceptance and autonomy in daily routines and social interactions.

Instruction		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice.
The professional early childhood educator and care provider…..					
1-	**Evidence-Based Practices (EBP)**	Seeks current research-based practices, and current theory (EBP) about teaching/ learning and child development.	Understands the importance and need for research-based practices and current theory (EBP) about teaching/ learning and child development in order to teach effectively.	Uses research-based practices, and current theory (EBP) about teaching/ learning and child development to plan for, promote and invite children to explore, learn, practice, and master content and skills.	Adjusts and aligns research-based practices, and current theory (EBP) about teaching/ learning and child development to plan for, promote and invite children (with differing backgrounds and abilities) to explore, learn, practice, and master content and skills.
2-	**Assessment Guides Instruction**	Finds ways to align instruction with observations and assessments gathered.	Realizes the connection between ongoing assessments (formally w/objective data and informally) to inform instruction.	Practices ongoing assessments (formally w/objective data and informally) to inform instruction and to determine response to intervention/ supports.	Determines how children are progressing toward expected outcomes of learning, development, educational transitions and how the child is responding to the environment, curriculum, materials technology, activities, other children and adults. Provides feedback based on data gathered and analyzed. Teaches children to self-evaluate.
3-	**Least Intrusive Intervention to Promote Self-Efficacy**	Seeks to support children in a way that children develop self-efficacy and self-regulation.	Comprehends the importance of least intrusive teaching strategies and environments to promote self-efficacy and self-regulation in children.	Applies concepts of adjusting, modifying, and adapting the least restrictive environments, curriculum, and teaching strategies that promote self-efficacy, learning and development for all children.	Facilitates, builds, adjusts, modifies and adapts the least restrictive environments, curriculum, and teaching strategies that promote self-efficacy, learning and development for all children. (Includes meeting individual needs of all children.)
4-	**Rich Interactive and Collaborative Relationships**	Seeks to develop rich interactive and collaborative relationships of trust with peer professionals, families and children.	Appreciates rich interactive and collaborative relationships of trust with peer professionals, families and children (and between children).	Establishes rich interactive and collaborative relationships of trust with peer professionals, families and children (and between children) as a foundation for effective and responsive teaching and learning.	Responds to interactions and communications to enhance rich interactive and collaborative relationships of trust with peer professionals, families and children (and between children).

Child Guidance and Interactions

Early Care and Education professionals need to have realistic expectations regarding children's behavior and understand developmentally appropriate guidance techniques, in accordance with children's ages and developmental levels. They investigate factors that may impact children's behavior and seek successful approaches to help children develop self-control, self-esteem, coping, self-comfort skills and positive relationships with individual children.

Child Guidance		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
1-	**Individualized Relationships and Interactions**	Seeks understanding of relationships and interactions with child, parents, staff, and community.	Understands the relationships and interactions with child, parents, staff, and community that are positive, safe (avoiding harmful actions), and based on respect, trust, acceptance, and valuing cultural, linguistic and developmental differences and needs.	Fosters relationships and interactions with child, parents, staff, and community that are positive, safe (avoiding harmful actions), and based on respect, trust, acceptance, and valuing cultural, linguistic and developmental differences and needs. Creates opportunities for children to engage and socialize with one another, takes perspective and teaches children to resolve conflicts for those with and without special needs.	Fosters responsive and individualized relationships and interactions with child, parents, staff, and community that are positive, safe (avoiding harmful actions), and based on respect, trust, acceptance, and valuing cultural, linguistic and developmental differences and needs. Creates opportunities for children to engage and socialize with one another; takes perspective and resolve conflicts in individual (one-on-one contact) and group interactions of children with and without special needs.
2-	**Responds to Individual Characteristics and Needs**	Searches to know how to develop relationships, security, attachment in children.	Knows individual characteristics and needs of children in a way that promotes relationships, security, attachment, self-regulation and independence.	Values and responds to individual characteristics and needs of children in a way that promotes relationships, security, attachment, self-regulation and independence.	Adjusts and responds to individual characteristics and needs of children in a way that promotes relationships, security, attachment, self-regulation and independence.

Child Guidance		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
3-	**Theory, Research, Laws, Policies, and Ethical Principles to Improve Child Guidance**	Becomes familiar with developmental theory, research, laws, policies, and ethical principles to improve child guidance.	Appreciates developmental theory, research, laws, policies, and ethical principles to improve child guidance.	Applies and uses child developmental theory, research, laws, policies, and ethical principles to improve child guidance, mental health, management techniques, and relationships.	Effectively adapts practices using developmental theory, research, laws, policies, and ethical principles to improve child guidance, mental health, management techniques, and relationships.
4-	**Adult-Supported Emotional Regulation and Interactions Between Children**	Seeks understanding about supervision, support, redirection, natural consequences, and opportunities/ environments for children to interact with one another.	Conceptualizes the need for supervision, support, redirection, natural consequences, and opportunities/environments for children to interact with one another.	Provides supervision, support, redirection, natural consequences, and opportunities/environments for children to interact with one another.	Provides individualized, responsive supervision, support, redirection, natural consequences, and opportunities/environments for children to interact with one another. Able to encourage perspective taking and empathy in children.
5-	**Minimizes/ Prevents Potential Challenging Behavior and Promote a Variety of Play and Engagement**	Finds ways to engage children prevents potential challenging behavior and promote a variety of play.	Understands and guides activities (based on child interests and development) that minimize/prevent potential challenging or disruptive behaviors. Understands the types of activities that promote play.	Plans and guides activities (based on child interests and development) that minimize/prevent potential challenging or disruptive behaviors. These activities also promote a variety of play (isolated, parallel and cooperative), support positive communication, interactions, and relationships building (sharing, taking turns, and working together).	Adapts and facilitates activities (based on child interests and development) that minimize/prevent potential challenging or disruptive behaviors. Assesses and adjusts child-directed environments and activities that promote a variety of play (isolated, parallel and cooperative, etc.), support positive communication, interactions, and relationships building (sharing, taking turns, and working together, etc.).

Child Guidance		Level One Entry Level Seeker of knowledge	Level Two CDA or equivalent/ Essential Trainings Foundational Understanding	Level Three AA, AS, AAS Effectively Applied in Practices	Level Four Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
6-	**Developmentally Appropriate Routines, Activities and Transitions**	Attempts to understand ways to provide systematic, yet flexible, routines, clear directions, positive patience climate, and forewarning when changes occur.	Understands and conceptualizes routines, activities and transitions that are predictable, intentional, systematic, and flexible, providing clear directions, patience, and forewarning when changes occur.	Offers, plans and secures routines, activities and transitions that are predictable, intentional, systematic, and flexible, providing clear directions, patience, and forewarning when changes occur. Provides routines, schedules and activities for toddlers and infants that are built around caregiving routines, child readiness to respond to consistent group and individual routines, and child development knowledge.	Evaluates success of routines, activities and transitions that are predictable, intentional, systematic, and flexible, and adjusts directions, positive emotional climate and cuing for children when changes occur. Embeds when appropriate routines, schedules and activities for toddlers and infants that are built around caregiving routines, child readiness to respond to consistent group and individual routines, and child development knowledge activities meaningful to the children in provider's care.
7-	**Establishes and Communicates Clear and Consistent Behavior Expectations**	Discovers ways to maintain, establish and communicate clear and consistent behavior expectations and acceptable limits.	Recognizes the importance of establishing and maintaining as well as communicating consistent behavior expectations and acceptable limits.	Provides, maintains, establishes and communicates clear and consistent behavior expectations and acceptable limits by using positive and proactive behavior management strategies and collaborating with families and other service providers.	Determines the responsiveness of children to behavior expectations and clear limits. Fine-tunes expectations and limits by using positive and proactive behavior management strategies and collaborating with families and other service providers.
8-	**Maintaining Developmentally Appropriate Practices in Conjunction with Direct and Indirect Child Guidance Practices**	Finds ways to maintain developmentally appropriate practices in conjunction with direct and indirect child guidance practices.	Knows a variety of proactive, direct and indirect guidance practices, procedures and strategies and understands their relationship to children's participation in child-led or child-directed activities and adult-guided activities.	Uses a variety of proactive, direct and indirect guidance practices, procedures and strategies, based on knowledge of child development and individual personalities, making sure to provide an appropriate balance between child-led or child-directed activities and adult-guided activities, and integrates all ability levels into the group.	Alters direct and indirect guidance practices and strategies based on child observed development and individual personalities. Adjusts child-led or child-directed activities with adult-guided activities, while integrating ability levels into the group based on diverse needs and abilities of children.

Observation and Assessment

OBSERVATION, DOCUMENTATION, SCREENING, AND ASSESSMENT- Early care and education professionals understand that child observation, documentation, and other formal and informal forms of assessment are essential to practice in early childhood settings. They know about and understand the goals, benefits, and uses of assessments; systematic observations; documentation; and other effective and appropriate assessment strategies. In partnership with families and other professionals serving the same child, early care and education professionals positively impact the development and learning of the child by using these tools.

Observation and Assessment		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
1-	**Assessment Guides Instruction**	Seeks to use assessment and observation data to help meet the needs of individual and groups of children.	Comprehends how assessment and observation data helps meet the needs of individual and groups of children.	Uses assessment and observation data to help meet the needs of individual and groups of children.	Uses assessment and observation data to help plan, design and implement programming (curriculum, environments, class management) to meet the needs of, groups and individual children.
2-	**Collaborate and Create Partnerships in Assessment**	Strives for collaborative partnerships in assessing and adjusting the environment, curriculum and instruction.	Knows collaborative partnerships are essential in assessing and adjusting the environment, curriculum and instruction.	Collaborates and creates partnerships to have support when working with and assessing children. Adjusts environment, curriculum and instruction.	Collaborates and creates partnerships to have support when working with and assessing children. Uses knowledge gained to adjust the environment, curriculum, instruction and child guidance.
3-	**Recognizes Outside Influences on Assessment**	Seeks to understand the influence of outside factors on screening and assessment.	Recognizes the influence of outside factors on screening and assessment and can make adaptations and modifications to assess as necessary.	Makes adaptations and modifications to screening and assessment based on the influence of outside factors.	Makes adaptations and modifications to screening and assessment based on the influence of outside factors. Can use information from the assessments to plan activities and experiences that are more meaningful and beneficial based on individual need and interest.

Observation and Assessment		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
4-	**Families Involved Throughout the Assessment Process**	Looks for information about children from their families, seeks to keep families involved throughout the assessment process.	Realizes the importance of families being involved throughout the assessment process and the importance of their participation in intervention.	Gathers information about children from their families, keeps families involved throughout the assessment process, and develops goals and interventions.	Analyzes information about children from their families, keeps families involved throughout the assessment process, and develops goals and interventions for families to implement in the home.
5-	**Knowledge of Child Development Used to Inform Assessment**	Seeks information about child development to make sense of observations of children.	Understands that knowledge of child development informs interpretation of data and observations of children.	Uses knowledge of child development to inform assessment, identify irregular development, and recognize different abilities of children based on their growth.	Uses knowledge of child development to inform assessment, identify irregular development, and recognize different abilities of children based on their growth. Uses the results of the assessment to adjust and improve intervention.
6-	**Using Background, Development, Needs, Strengths, and Interactions in Assessment**	Discovers information about each child's background, development, needs, strengths, and interactions.	Obtains information to understand a child's background, development, needs, strengths, and interactions.	Obtains information to understand and design assessments and programming for children based on background, development, needs, strengths, and interactions.	Obtains information to understand and design assessments and programming for children based on background, development, needs, strengths, and interactions. Reflects on decisions and adjusts as needed.
7-	**Professional Knowledge and Appropriate Resources**	Seeks to obtain professional knowledge to improve assessment and make referrals.	Understands the importance of professional knowledge to improve assessment, make referrals.	Uses professional knowledge to improve assessment, make referrals, and direct colleagues and families to the appropriate resources.	Reflects on responsiveness to professional knowledge and adjusts assessments, makes referrals. Directs colleagues and families to the appropriate resources to increase effectiveness.

Observation and Assessment		Level One Entry Level Seeker of knowledge	Level Two CDA or equivalent/ Essential Trainings Foundational Understanding	Level Three AA, AS, AAS Effectively Applied in Practices	Level Four Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…..					
8-	**Confidentiality and Ethical Practices in Assessment**	Seeks to understand his or her responsibility with confidential information as well as assessment information. Seeks to know the rules and ethics of the program the provider represents.	Clearly aware of his or her responsibility with confidential information as well as assessment information. Aware of the rules and ethics of the program the provider represents.	Takes responsibility with confidential information as well as assessment information. Follows the rules and ethics of the program the provider represents.	Reflects on practices and follows through with taking responsibility to keep assessment and other information confidential. Follows the rules and ethics for the program the provider represents.
9-	**Use Records to Monitor Progress**	Seeks to use records and evaluates them in order to see a child's progress.	Understands the essential need to keeps records and evaluates them in order to see a child's progress.	Keeps records and evaluates them in order to see a child's /program progress toward outcomes and goals.	Keeps records and evaluates them in order to see a child's progress and improve support and activities to increase development.
10-	**Cultural and Developmental Differences**	Seeks to understand cultural and developmental differences.	Recognizes cultural and developmental differences impact assessment and programming.	Differentiates instruction based on assessed cultural and developmental differences.	Recognizes cultural and developmental differences in children in order to differentiate instruction for a group of children.
11-	**Discuss findings and Make Referrals**	Seeks for opportunities to discuss findings of assessments with the service providing team and families of children.	Knows the importance of discussing findings of assessments with the service providing team and families of children.	Discusses the findings of assessments with the service providing team and families of children and uses them to make referrals if needed.	Reflects on, make recommendations to discuss findings of assessments with the service providing team and families of children and use them to make referrals if needed.

Professionalism

Early care and education professionals provide advocacy and are role models for early childhood principles of practice. They know and follow standards and codes of ethics as defined by National Association of Education of Young Children (NAEYC), Division of Early Childhood of the Council of Exceptional Children (DEC/CEC), the Code of Ethics for Idaho Professional Educators and their individual workplace standards, policies and procedures. Early care providers and educators collaborate and intervene in a way that establishes equality and responsiveness to individual, cultural, and linguistic differences of children, their families and other professionals. Early care and education professionals are continuous learners, who demonstrate and share knowledge, are reflective of their impact, and are responsive to the individual ability and culture of children and families. They protect and uphold individual children's/family's rights and facilitate growth for all children and their families, including those with diverse and special needs.

Professionalism		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…					
1-	**Leads, advocates and improves the Early Childhood Profession**	Seeks to know the profession.	Understands the importance and purpose of the profession.	Advocates for the profession and shares with others the basic philosophies.	Leads in, advocates for and improves the profession based on needs and conditions within the realm of service.
2-	**Accesses Resources to Support Children and Families**	Becomes aware of resources and services available in the community.	Recognizes the utility of own agency and community resources.	Begins to use technology, resources and services in own agency and the community.	Effectively accesses technology, resources and services in own agency and the community and aligns them with needs.

Professionalism		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…					
3-	**Family and Professional Collaboration**	Strives to connect with families and with professionals in the early childhood field.	Begins to value associations with families and professionals to improve practices with young children and their families.	Actually links with families and professionals to improve practices.	Reciprocally taps expertise and perspective through professional and family collaboration and training.
4-	**Advocate for High Self-efficacy in Children**	Tries to see potential in children's self-directedness.	Realizes the need to set high expectations and promotes child self-directedness.	Employs practices that set high expectations and engender self-efficacy.	Effectively sets high expectations and engenders self-efficacy based on ability and needs of children.
5-	**Accountable for One's Own Practices**	Searches to make connections between what to do next with children and what are objectively observed as present levels of ability.	Begins to see how objectively observing children and their reactions to one's own practices helps in making decisions to improve care and education of children.	Practices making decisions based on the children's responsiveness using informal and formal measures of the children's performances.	Intentionally and successfully accounts for practices and children's responsiveness using valid static, dynamic and functional assessments, along with ongoing data to guide instructions and programing decisions.
6-	**Aligning Practices with All Families and Children** (Including diverse families and children)	Looks for how children respond to adults and their environment.	Appreciates how one's own practice needs to be aligned with each diverse and unique child or family to improve responsiveness.	Applies practices that align with unique and diverse families and children's needs and their responsiveness.	Thoroughly reflects on one's own practices, along with child/family responsiveness, and adjusts outcomes (for child/family), improves effectiveness in practices and personal responsiveness to each unique (and diverse) child and family.

Professionalism		**Level One** Entry Level Seeker of knowledge	**Level Two** CDA or equivalent/ Essential Trainings Foundational Understanding	**Level Three** AA, AS, AAS Effectively Applied in Practices	**Level Four** Bachelor Reflective and Responsive in Practice
The professional early childhood educator and care provider…					
7-	**Knowledgeable and Current In the Field**	Makes oneself aware of current early childhood best practices.	Makes connections between current early childhood practices, child development and learning theories.	Uses current early childhood best practices and knowledge of theory to meet needs of children and their families.	Competently uses knowledge and current early childhood practices, curriculum, typical and atypical child development and learning theories to meet child and family needs.
8-	**Professional Development and Legal, Ethical Practices**	Pursues formal training to improve professionally and become aware of ethical practices.	Understands the importance of professional development and appreciates using best practices, research, content standards (IELGs), codes of ethical conduct, and relevant laws.	Practices effectively using best practices, research, content standards (IELGs), codes of ethical conduct, and relevant laws.	Intentionally develops professionally by understanding and using best practices, historical knowledge, research (including action research), content standards (IELGs), codes of ethical conduct, relevant laws and professional development standards to meet current demands.
9-	**Building Respectful Relationships**	Strives to make connections with families and professionals and maintains confidentiality.	Can clearly see the connections between personal conduct and its impact on building professional relationships with children, families and professionals. (Maintains confidentiality)	Grooms, acts and communicates effectively to build relationships of trust and to collaboratively meet shared goals. (Maintains confidentiality)	Competently builds respectful relationships by how one grooms/dresses, acts, and communicates (including maintaining confidentiality) with others based on needs and current circumstances.
10-	**Improving Learning in Children**	Makes effort to promote learning and healthy development in children that aligns with scope of professional practice.	Knows foundational knowledge for improving learning environments that are least intrusive and restrictive, but are individually sensitive, with adequate supports and guidance.	Practices improving learning environments that are developmentally appropriate, least restrictive, individualized with appropriate levels of guidance and support.	Evaluates and adjusts to proficiently improve learning environments, provides least intrusive/ restrictive, individualized, non-biased supports/adaptations, instruction, and guidance within one's professional scope of practice.

Glossary of Terms

Adaptations- Making changes or adding to environment, curriculum or equipment to increase access for groups of or individual children.

Advocate- supporting and promoting the welfare of someone or some policy/principle.

Articulate- Explains and communicates in clear way.

Assessment- The process of gathering formal and informal data to establish a child's present levels of ability across developmental and academic domains. The data can be gathered through testing, interviewing observation or gather information from health, education or other records.
CPSC- Consumer Product Safety Commission.
Culture- A distinct collection of practices, perceptions, behaviors, values, that depict a group of people.

DAP- Developmentally Appropriate Practices are practices that are responsive to children's age and development, individualized differences and cultural/linguistic backgrounds.

Diversity- Differences that exist in culture (experiences), language, age, gender, socio-economic status, values and race.

Epi-pen- EpiPen® (epinephrine) 0.3 mg and EpiPen Jr. (epinephrine) 0.15 mg Auto-Injectors contain epinephrine. According to the NIH-NIAID food allergy guidelines, epinephrine is the first-line treatment for life-threatening allergic reactions anaphylaxis). http://www.epipen.com/About-EpiPen/Overview.aspx.

Idaho Early Learning eGuidelines - Idaho's guidelines that provide goals, indicators and adult strategies for child development across the developmental domains.

IEP- Individual Education Plan/Program- Is a program for individualized services documented in a plan.
IFSP- Individual Family Service Plan.

Inclusion- a philosophy that embraces including children regardless of ability in natural and least restrictive environments.

IRIS- Idaho's Reminder for Immunization System makes available computerized tracking of immunizations for children.

Practitioners/Professional- Service provider who has a level of skill for caring for and educating young children. Has an ethical set of standards and advocates for the early childhood profession and for health, safety and learning of young children.

Self-regulation- The child's ability to respond to incoming sensory information, to control emotions and control responses to circumstances.

Strength Based Model- A focus in assessment and teaching on what a child can do and not what the child cannot do.

References

Chappel, M., & Nye, S. (2007). Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education Professionals. Nevada, March 2007. The Nevada Registry, The Path to Brighter Futures. http://www.nevadaregistry.org/career-development/core-competencies.html. Retrieved December 28, 2012.

Copple, C. & Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through Age 8* (3rd ed.). National Association for the Education of Young Children. Washington, DC.

Council for the Accreditation of Education (CAEP). *Preparation Standard for Accreditation of Educator Preparation*. http://www.caepsite.org/standards.html. Retrieved Oct 10, 2013 [Previously known as National Council of Teacher Education (NCATE)].

Early, D. M., Winton, P. J. (2001). Preparing the workforce: early childhood teacher preparation at 2- and 4-year institutions of higher education. Early Childhood Research Quarterly 16, Issue 3 285–306. http://www.sciencedirect.com/science/article/pii/S0885200601001065 Retrieved November 1, 2013.

Florida Steps to Success; Early Learning Career Pathways. (2010). Florida Core Competencies for Early Care and education Practitioners. Florida (2010). http://www.floridaearlylearning.com/Documents/SysDev-ProDev/FL%20Core%20Comps%20for%20ECE%20Practitioners%20brochure-FINAL%2011%2016.pdf . Retrieved December 28, 2012.

Glaser, B. (2002). Conceptualization: On theory and theorizing using grounded theory. *International Journal of Qualitative Methods*, 1(2). Article 3. Retrieved June 30, 2005 from http://www.ualbera.ca/~ijqm/

Glaser, B., & Strauss, A. L. (1967). *The discovery of grounded theory*. Chicago: Aldine Publishing Company.

Keifer, C. (2011). *Idaho Early Learning Guidelines: In the Preschool Classroom.* www.earlychildhood.dhw.idaho.gov. Idaho Department of Education (a copy for check-out will be provided).

Kostelnik, M., Soderman, A.K., & Whiren, A.P. (2011). *Developmentally Appropriate Curriculum Best Practices in Early Childhood Education* (5th Ed.) Upper Saddle River, N.J.: Pearson.

Kostelnik, M., Soderman, A.K., Whiren, A.P., Soderman, A., & Gregory, K. (2008). *Guiding Children's Social Development and Learning* (6th Ed.). Clifton Park: NY Delmar, Cengage Learning.

Kent County Professional Development System Training Consortium (2003). *Michigan Core Knowledge and Core Competencies for Early Childhood Care and Education Professionals*, Michigan State.

Massachusetts Department of Early Education and Care. (2010). Core Competencies for Early Education and Care and Out of School Time Educators, Massachusetts, February 2010. http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf. Retrieved December 28, 2012.

National Association for the Education of Young Children. (2003). Preparing Early Childhood Professionals. National Association for the Education of Young Children, Washington, DC.

National Association for the Education of Young Children. (2010). Standards for Initial Early Childhood Professional Preparation, Washington DC.

National Association for the Education of Young Children and Council for Professional Recognition. (2012). Suggested Relationship Between the CDA Formal Child Care Education Requirement and NAEYC Standards for Professional Preparation Programs. Council for Professional Recognition and National Association for the Education of Young Children, Washington, DC. 2012.

National Association for the Education of Young Children. (2003). Preparing Early Childhood Professionals.

National Association for the Education of Young Children. (2005). *NAEYC Code of Ethical Conduct and Statement of Commitment.* Washington, DC: National Association for the Education of Young Children.

National Infant and Toddler Child Care Initiative. (2007). *Credentials for the infant/toddler child care workforce: A technical assistance tool for child care and development fund administrators*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance, Child Care Bureau.

Sandall, S., Hemmeter, M. L., Smith, B. J., McLean, M. E. (2005). DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/ Early Childhood Special Education.

Washington State Department of Early Learning (2009?). *Washington State Core Competencies for Early Care and Education Professionals.* State of Washington. http://www.del.wa.gov/publications/partnerships/docs/CoreCompetencies.pdf . Retrieved December 28, 2012