MICHIGAN

CORE KNOWLEDGE AND CORE COMPETENCIES FOR THE EARLY CARE AND EDUCATION WORKFORCE

November 2014

MICHIGAN Department of Education

TABLE OF CONTENTS

INTRODUCTION 2

COMPETENCY AREAS 4

ALIGNMENT 5

ACKNOWLEDGEMENTS 6

CORE COMPETENCY AREAS

CHILD DEVELOPMENT 7

INTERACTIONS AND GUIDANCE 21

TEACHING AND LEARNING 30

OBSERVATION, DOCUMENTATION, AND ASSESSMENT 58

HEALTH, SAFETY AND NUTRITION 67

FAMILY AND COMMUNITY ENGAGEMENT 76

PROFESSIONALISM 85

MANAGEMENT 94

GLOSSARY 103

INTRODUCTION

With the creation of the Office of Great Start and the implementation of Great Start to Quality, Michigan's quality rating and improvement system for early learning and development settings, Michigan is making important improvements throughout the state to positively impact all children's academic and social development. In 2013, Michigan's Early Childhood Investment Corporation (ECIC) and the Great Start Early Learning Advisory Council (GS-ELAC) began the process of revising the 2003 *Michigan Early Childhood Professional Core Knowledge and Core Competencies* (CKCC).

The revised *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce* (CKCC) is a critical component in Michigan's commitment to early childhood educators, an enhanced system of professional development, and improved program standards so that all of Michigan's children can receive a Great Start. The CKCC framework and its progression of credentials are aligned to competencies for shared expectations of the knowledge, skills, and dispositions necessary for all early childhood educators. Accordingly, the revised Michigan CKCC ensures a continuum of professional growth opportunities that prepare an effective and well qualified workforce of early childhood educators. Further, the revised Michigan CKCC is inclusive of appropriate levels of professional development, education, and credentials. The framework also aligns and builds upon the existing Michigan CKCC, the *Early Childhood Standards of Quality* documents, as well as the Head Start Performance Standards, National Association for the Education of Young Children (NAEYC) Accreditation Standards, and Great Start to Quality.

Since 2003, much has changed in the field with regard to what early childhood educators need to know and be able to do in early learning and development settings. In the last ten years, new waves of scientific research on young children and families – from research on brain development and the connection of quality care with child well-being to more inclusive, collaborative approaches to educating all young children – have changed the field. The broadened definition of the early education workforce exemplified in the Race to the Top Early Learning Challenge program has not only changed our understanding of what early childhood educators of young children need to know and do, but also has taught us that we must elevate the stature of the field in order to improve education in this country.

A revised set of Core Knowledge and Core Competencies that defines the knowledge expectations for early childhood educators is crucial to a professional development system in Michigan. The CKCC design and content changes provide more specificity and clarity for what professionals should know and be able to do in their role and in the type of program within which they work.

To ensure that the revised CKCC and the professional development system are relevant, appropriate, and adopted, they must be flexible, multi-layered and accessible to the full range of Michigan's early childhood educators. The Michigan CKCC is presented in a usable and compelling format. It includes expectations across a continuum of professional development, education, and experience, ranging from those entering the field to those with years of experience and expertise. The competencies offer a road map for developing and motivating oneself as a professional in this incredibly important and increasingly professionalized field. Note: While this document's title refers to the *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce*, we simply use the term *competency* throughout the document to denote *core knowledge and core competencies*.

THE CKCC PACKAGE INCLUDES:

- The revised CKCC document for early childhood educators to expand knowledge and competencies in their jobs.
- The companion document in development, *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce Reflection and Professional Development Tool*, allows early childhood educators to conduct self assessments and to develop individualized professional development plans.
- Crosswalks that align the revised CKCC with other state and national standards.

WHO SHOULD USE THE CORE KNOWLEDGE AND CORE COMPETENCIES?

The CKCC is for professionals who work directly with young children (teachers, assistant teachers, aides, paraprofessionals, itinerant teachers, volunteers, and family, group and subsidized home providers); directors, program administrators, and early childhood specialists, and those involved with professional development organizations; teacher education programs (college professors, field supervisors); those involved with policy and advocacy initiatives (local and state agencies, policymakers, early childhood advocates); those involved with Professional Development (PD) systems; and others.

- Early childhood educators can use the tool for self-assessment and intentional professional development planning.
- Program Administrators and Directors can use CKCC in interviewing potential staff, assessing staff performance, mentoring, identifying areas of professional development, and for creating/reviewing job descriptions.
- Trainers and professional development organizations can use the CKCC to evaluate and design professional development opportunities aligned with targeted competency areas.
- Teacher education programs and Institutions of Higher Education (IHE) can use the CKCC to design course content to fulfill competency needs. They can also use the CKCC to advise and communicate to students about the field, and provide a common language to connect with cooperating teachers, directors and colleges. The CKCC is aligned to national preparation standards to support IHE in facilitating transfer agreements among certificate and degree granting programs.
- Mentors, specialists, and coaches can use the CKCC to guide, mentor, and reflect upon practice.
- Local and state agencies can draw from the CKCC to develop policies, initiatives, and make funding decisions that improve the compensation of early childhood educators.
- Public and private investors in education can turn to the CKCC to develop incentives and initiatives that facilitate professional competency.

A NOTE ABOUT INCLUSION

The following definitions have been developed to reflect our collective commitment to quality and inclusion:

- **All children.**
  The phrase *all children* is used throughout to include children of all abilities, representing varied ethnicities, cultures, faith, and socioeconomic status, and recognizes that all children are unique with varied interests and develop along a continuum based on their own unique development and growth patterns, temperament, and biological and environmental influences.
- **All families.**
  The phrase *all families* denotes people who are connected to a child biologically, legally, residentially, across generations, or who are significant contributors to the child's daily life, all of whom share a concern and investment in the child's well-being. It is used to represent varied cultures, norms, socioeconomic status, and languages.
- **Diversity.**
  The word *diversity* denotes variance in abilities, race, national origin or ancestry, language, age, gender, faith, socioeconomic status, sexual orientation, beliefs, cultures, habits, practices, and values.

COMPETENCY AREAS

The CKCC document is divided into eight **Core Knowledge and Competency Areas (see chart below)**:

1) Child Development; 2) Interactions and Guidance; 3) Teaching and Learning; 4) Observation, Documentation, and Assessment; 5) Health, Safety, and Nutrition; 6) Family and Community Engagement; 7) Professionalism; and 8) Management.

Each of these Competency Areas contains several **Competency Statements**. In turn, each **Competency Statement** is divided into three levels of Indicators: **Developing, Achieving,** and **Extending**. The three levels derive from the original five levels of Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis and Synthesis.

- The **Developing** Level incorporates Knowledge and Comprehension.
- The **Achieving** Level incorporates Application and some Analysis.
- The **Extending** Level incorporates Analysis and Synthesis.

The Indicators identify the knowledge, skills, and attributes early childhood educators may either be developing, achieving or extending, with each level building on the knowledge of the previous level. An individual at the Achieving level has mastered a majority of the competency indicators at the Developing level. On the other hand, individuals at the Developing level may also possess some of the indicators at the Achieving level and/or Extending Level.

Indicators at the Developing and Achieving Levels generally apply to those working directly with children while those at the Extending Level apply more to coaches, specialists, faculty and others whose major responsibilities are in the areas of analyzing and interpreting data, sharing knowledge and impacting public policy. This does not imply that the goal of every early childhood educator should be to move into the role of coach, faculty or policy maker. Many early childhood educators spend years deepening their knowledge and improving their practice so they can fully meet the needs and promote the development of each child in their care.

CORE KNOWLEDGE AND COMPETENCY AREAS

PROGRESSION OF SKILLS KNOWLEDGE AND DISPOSITIONS

ALIGNMENT

Michigan early care and education professionals across a spectrum of roles and settings need to be comfortable knowing that the CKCC document is not yet another set of standards that must be followed, but a usable, dynamic document that embeds the standards to effectively guide the workforce. Therefore, key Michigan documents are crosswalked and aligned at the Competency Area, Competency Statement and Competency Indicator levels so that the revised Michigan CKCC is consistent with the very latest early care and education expectations, standards and guidance documents in Michigan. The following State and National Standards are fully represented in the content of the CKCC:

STATE DOCUMENTS	NATIONAL DOCUMENTS
Early Learning Michigan State Board of Education (2013) Attachment A: *Early Learning Expectations for Three-and-Four-Year Old Children, Early Childhood Standards of Quality for Prekindergarten* Michigan State Board of Education (2013) Attachment A: *Early Development and Learning Strands for Infants and Toddlers, Early Childhood Standards of Quality for Infant and Toddler Programs*	**Early Learning** U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start (2010) *Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old*
Program Standards Michigan State Board of Education (2005) *Early Childhood Standards of Quality for Prekindergarten* Michigan State Board of Education (2006) *Early Childhood Standards of Quality for Infant and Toddler Programs*	**Program Standards** Head Start Program Performance Standards (2009) 45 CFR Chapter XIII
Early Childhood Educator Preparation Standards *Standards for the Preparation of Teachers of Early Childhood ZS* (General and Special Education) (2008)	**Early Childhood Educator Preparation Standards** NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs (2010) Council for Exceptional Children (CEC) Initial Common Core, Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight) (Dec 2009) Child Development Associate (CDA) Subject Areas February 2012 Alignment of NAEYC and Council for Professional Recognition
Regulations State of Michigan Department of Human Services Bureau of Children and Adult Licensing (2008) *Licensing Rules for Child Care Centers* State of Michigan Department of Human Services Bureau of Children and Adult Licensing (2009) *Licensing Rules for Family and Group Child Care Homes*	
Quality Rating and Improvement System QRIS-Great Start to Quality Standards and Points (2013)	

A more detailed graphic representation of how these documents are aligned throughout the document is in the **Appendix.**

ACKNOWLEDGEMENTS

Under the leadership of the Office of Great Start, the Early Childhood Investment Corporation (ECIC) awarded **Early Childhood Associates, Inc.**, a nationally recognized education social science research and professional development firm, a grant to conduct the Michigan Core Knowledge and Competencies (CKCC) review and update. Special thanks to their team: **Linda Warren, Lisa Van Thiel, Sherry Cleary, Marsha Miller, Benita Danzing, Jessica Howe** and **Lisa Sullivan** for their dedication and leadership in moving this work forward.

This facilitation team sought critical feedback in the CKCC revision process from a broad range of professionals. Several stakeholder, work group and focus groups were convened and provided expert consultation throughout the revision and writing process. Their contributions of time and unique perspectives are evident in the revised document, *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce*.

MEMBERS OF THE CORE KNOWLEDGE WORK STREAM

Rebecca Brinks, Ph.D.
Grand Rapids Community College

Kathleen Burchi
Great Start to Quality
Southeast Resource Center

Donna Hamilton
Office of Professional Preparation Services
Michigan Department of Education

Deb Hill
Capital Area Community Services, Inc. Head Start and Early Childhood Programs

Joan Firestone, Ph.D.
Oakland Schools

Christine Maier, Ph.D.
Oakland Schools

Anna Miller
College of Education
Wayne State University

Colleen Nelson
Bureau of Children and Adult Licensing
Michigan Department of Human Services

Laurie Nickson
Michigan Association for the Education of Young Children

Lorraine Thoreson
Office of Great Start
Michigan Department of Education

Susan Toman
Great Start to Quality
Western Resource Center

Lisa Wasacz
Office of Great Start
Michigan Department of Education

Alicia Williams
Early Childhood Investment Corporation

Robin Zeiter
Office of Great Start
Michigan Department of Education

MEMBERS OF THE PROFESSIONAL DEVELOPMENT STAKEHOLDER GROUP

Kathleen Burchi
Great Start to Quality
Southeast Resource Center

Michelle Donovan
Head Start Training and Technical Assistance

Kaitlin Ferrick
Office of Great Start
Michigan Department of Education

Becky Garske
Mott Community College

Leila Harrier
Migrant Telamon

Flora Jenkins
Office of Professional Preparation Services
Michigan Department of Education

Rhonda Kuehn
Michigan Head Start Association

Laurie Linscott
Michigan State University

Mary Mackrain
Michigan Department of Community Health

Mischele McManus
Office of Great Start
Michigan Department of Education

Brandi-Lyn Mendham
West Shore Educational Services District

Laurie Nickson
Michigan Association for the Education of Young Children

Karen Roback
Early Childhood Investment Corporation

Martin Robinson
Nottawaseppi Huron Band of the Potawatomi

Colleen Nelson
Bureau of Children and Adult Licensing
Michigan Department of Human Services

Nancy Surbrook
Early On Training and Technical Assistance, Clinton County RESA

Mary Sutton
Michigan After-School Partnership

Norma Tims
Office of Career and Technical Education
Michigan Department of Education

Deb Vandermolen
Kent Regional 4C

Lisa Brewer-Walraven
Office of Great Start
Michigan Department of Education

Deborah Weatherston
Michigan Association for Infant Mental Health

Erica Willard
Michigan Association for the Education of Young Children, T.E.A.C.H. Early Childhood® MICHIGAN

Cynthia Zagar
Michigan Department of Community Health

Robin Zeiter
Office of Great Start
Michigan Department of Education

CHILD DEVELOPMENT COMPETENCY AREA

Child Development is the foundational knowledge used by early childhood educators to inform and guide practice. A strong application of the Child Development competency is achieved by understanding that development is a continuum and recognizing milestones and their significance. Additionally, early childhood educators must possess knowledge of atypical development and factors that can mitigate development and learning. Early childhood educators design their programs based on a deep understanding of how children differ from each other in their development and learning; the impact of the environment on learning, cognitive development, language acquisition and literacy, physical development, and mathematical skills; and how children develop socially and emotionally through interactions.

1

CHILD DEVELOPMENT

COMPETENCY STATEMENTS

COMPETENCY A:	Demonstrates knowledge of child development and learning.
COMPETENCY B:	Demonstrates knowledge of how young children differ in their development and approaches to learning.
COMPETENCY C:	Demonstrates knowledge of the impact of the environment on child growth, development, and learning.
COMPETENCY D:	Demonstrates knowledge of the impact of developmental delays, disabilities, and special needs to ensure that all children achieve their full potential.
COMPETENCY E:	Demonstrates knowledge of the impact of language and culture on children's development, and promotes a climate of acceptance, inclusion, and engagement.
COMPETENCY F:	Demonstrates knowledge of cognitive development to support children in using information in increasingly complex ways.
COMPETENCY G:	Demonstrates knowledge of language acquisition and literacy skills.
COMPETENCY H:	Demonstrates knowledge of physical development, including gross and fine motor skills.
COMPETENCY I:	Demonstrates knowledge of how children develop socially and emotionally through interactions with adults and peers.
COMPETENCY J:	Demonstrates knowledge of how young children develop mathematical skills and scientific reasoning through explorations, investigations, interactions, materials, and problem-solving.

COMPETENCY STATEMENT A

Demonstrates knowledge of child development and learning.

DEVELOPING

1.1 **Recognizes** developmental domains: physical, social, emotional, language, cognitive, and aesthetic development, and **identifies** milestones in each area.

1.2 **Describes** how children develop, grow and learn.

1.3 **Observes** children of various ages, and **describes** general characteristics of their growth and development.

ACHIEVING

2.1 **Observes** and **describes** major milestones, typical behaviors, and general learning processes.

2.2 **Monitors** children's learning and development over time.

2.3 **Applies** knowledge of child development and learning to interpret levels of development and plan instruction.

EXTENDING

3.1 **Evaluates, mentors** and **supports** individuals in applying knowledge of child development, learning theories, and developmentally appropriate practice.

3.2 **Reviews, observes** and critically **analyzes** observation data to provide instructional feedback and to inform practice and policy.

COMPETENCY STATEMENT B

Demonstrates knowledge of how young children differ in their development and their approaches to learning.

DEVELOPING

1.1 **Recognizes** and **identifies** differences and similarities in abilities and skills across developmental domains.

1.2 **Recognizes** variability in learning styles, approaches to learning, and preferences for learning.

1.3 **Describes** and **discusses** the impact of the environment and adult interactions on children's abilities and skills.

ACHIEVING

2.1 **Recognizes** the role of early childhood educators in providing opportunities that support individualized learning.

2.2 **Designs** learning experiences using multiple modalities in all developmental domains to accommodate variations in growth and development.

2.3 **Uses** knowledge of individual children, multiple modes of intelligence, and Universal Design for Learning (UDL) principles to support learning.

EXTENDING

3.1 **Conducts** regular staff and child observations to assess and improve learning opportunities and plan for continuous improvement.

3.2 **Provides** professional development on the use of multiple modes of intelligence to support UDL principles.

3.3 **Evaluates** the effectiveness of experiences intended to enhance the development of all children and provides feedback to stakeholders.

COMPETENCY STATEMENT C

Demonstrates knowledge of the impact of the environment on child growth, development, and learning.

DEVELOPING

1.1 **Recognizes** the effects of risk factors including income disparity, stress, health, and nutrition on children's growth, development, and learning.

1.2 **Understands** that environmental factors can influence the rate of growth, development, and learning.

1.3 **Utilizes** positive interactions to reduce the impact of environmental factors.

ACHIEVING

2.1 **Implements** programs and daily experiences based on knowledge of growth, development, learning, interactions, and child health.

2.2 **Modifies** learning environments, experiences, and interactions to support health, growth, development, and learning across all domains.

2.3 **Shares** knowledge and resources with parents to mitigate the impact of environmental factors on children's maturation.

2.4 **Supports** families in fostering children's healthy growth, development, and learning at home, at school, and in the community.

EXTENDING

3.1 **Designs** programs and policies based on knowledge of children's growth, development, learning, interactions, and health.

3.2 **Informs** the larger community about issues impacting children's healthy growth, development, and learning.

3.3 **Advocates** for legislation to support children's health, development, and learning.

3.4 **Researches** and **evaluates** practices that influence children's development.

COMPETENCY STATEMENT D

Demonstrates knowledge of the impact of developmental delays, disabilities, and special needs to ensure that all children achieve their full potential.

DEVELOPING

1.1 **Recognizes** typical and atypical variations in development and learning.

1.2 **Acknowledges** similarities between children who are developing typically and atypically.

1.3 **Models** respect and **establishes** high standards for all children.

1.4 **Understands** the importance of early intervention and special services for children with significant developmental variations.

ACHIEVING

2.1 **Observes, recognizes, describes** and **distinguishes** typical and atypical variations in children's development and learning.

2.2 **Creates** and **adapts** experiences, interactions, and learning environments to meet children's needs.

2.3 **Assesses** the development of each child and makes referrals, when appropriate, to programs and/or services.

2.4 **Participates** in planning, implementing, and monitoring Individualized Education Programs (IEP) and Individualized Family Service Plans (IFSP).

2.5 **Supports** children with diverse learning needs in collaboration with families and/or specialists.

EXTENDING

3.1 **Evaluates** and **recommends** changes to the environment that facilitate children's full participation.

3.2 **Disseminates** information to inform others about the importance of early identification and intervention.

3.3 **Advocates** for inclusion of children with diverse learning needs in a variety of settings.

3.4 **Provides** professional development and mentors others on inclusive practices.

3.5 **Collaborates** with medical and other specialists to assure that children with unique needs are supported in early learning environments.

COMPETENCY STATEMENT E

Demonstrates knowledge of the impact of language and culture on children's development, and promotes a climate of acceptance, inclusion, and engagement.

DEVELOPING

1.1 **Recognizes** the significant role of home language and culture on children's development.

1.2 **Models** respect for cultural/linguistic diversity and inclusion of children with developmental delays and diverse needs.

1.3 **Articulates** the importance of a child's primary language and culture while supporting children in learning English.

1.4 **Describes** how language development may vary for Dual Language Learners (DLL).

ACHIEVING

2.1 **Applies** knowledge of home language and cultural practices to support parents in their role as the primary teachers of their children.

2.2 **Establishes** and **maintains** learning environments that embrace diversity and foster inclusion.

2.3 **Seeks** to ensure equity in access to programs and services.

EXTENDING

3.1 **Evaluates** and **modifies** learning environments to reflect the cultural/linguistic influences of children and families.

3.2 **Recruits** program staff who represent the community and the diversity of families served.

3.3 **Advocates** for equity in access to programs.

COMPETENCY STATEMENT F

Demonstrates knowledge of cognitive development to support children in using information in increasingly complex ways.

DEVELOPING

1.1 **Draws** from the work of theorists such as Piaget, Vygotsky, and research on brain development to describe how young children learn and develop thought.

1.2 **Utilizes** child assessment tools, including standardized measures and anecdotal observations, to understand each child's cognitive abilities and development.

ACHIEVING

2.1 **Applies** knowledge of cognitive development to create learning opportunities that intentionally engage children to explore their environment.

2.2 **Prompts** children to represent their understanding of the world through facial expressions, sounds, gestures, actions, objects, words, and drawings.

2.3 **Scaffolds** (supports and extends) learning experiences in content areas to promote problem-solving and discourse.

2.4 **Develops** children's thinking skills by mapping language to action and providing feedback.

EXTENDING

3.1 **Evaluates** learning environments to provide feedback on the quality of interactions in fostering concept development and higher order thinking.

3.2 **Conducts** and/or **shares** current research and best practice to foster cognitive development.

3.3 **Mentors** and **supports** staff in their use of inquiry and discovery-based approaches with children.

COMPETENCY STATEMENT G

Demonstrates knowledge of language acquisition and literacy skills.

DEVELOPING

1.1 **Explains** that language grows and develops in meaningful contexts when children have a desire to interact, a reason to communicate, and a need to understand.

1.2 **Describes** the differences between receptive and expressive language skills.

1.3 **Explains** how young children develop receptive and expressive language.

1.4 **Facilitates** oral language development through conversations and active engagement, feedback loops, and language mapping.

1.5 **Provides** children with daily opportunities to use a variety of means to communicate their needs and thoughts, and to respond to other people and ideas.

1.6 **Provides** children with daily individual and group literacy experiences.

ACHIEVING

2.1 **Applies** knowledge of all aspects of language development to facilitate children's language acquisition and literacy skills.

2.2 **Identifies** and **builds** on opportunities for language learning throughout the day.

2.3 **Provides** opportunities for children to develop receptive language, build vocabulary, and conceptual knowledge.

2.4 **Applies** age appropriate strategies for extending children's language through quality feedback and language modeling.

2.5 **Supports** dual language learners in developing and bridging second language acquisition.

2.6 **Encourages** children to represent thoughts in pictures and words, and **utilizes** knowledge of language development to foster learning along the writing continuum.

EXTENDING

3.1 **Analyzes** communication loops and feedback to extend children's receptive and expressive language.

3.2 **Interprets** data to identify children's strengths and challenges and to establish goals for continuous improvement.

3.3 **Supports** others in furthering their understanding of language and literacy development.

3.4 **Reviews** and **analyzes** the research on language and literacy to inform practice.

COMPETENCY STATEMENT H

Demonstrates knowledge of physical development, including gross and fine motor skills.

DEVELOPING

1.1 **Identifies** the differences between gross and fine motor skills.

1.2 **Explains** how physical development generally progresses from inside out and top to bottom.

1.3 **Recognizes** the link between early experiences and the development of perceptual motor skills.

1.4 **Engages** children in activities that support the development of gross and fine motor skills.

ACHIEVING

2.1 **Applies** knowledge of physical development and growth to plan and implement activities that support gross and fine motor skills.

2.2 **Plans** daily opportunities for intentional movement and exercise to stimulate and support physical development.

EXTENDING

3.1 **Shares** research and best practice related to fine and gross motor development with early childhood educators to improve practice.

3.2 **Analyzes** program data to improve and expand physical development opportunities.

3.3 **Provides** program and community based opportunities to advance understanding of the importance of physical development on children's growth and learning.

COMPETENCY STATEMENT I

Demonstrates knowledge of how children develop socially and emotionally through interactions with adults and peers.

DEVELOPING

1.1 **Provides** opportunities that build self-confidence and **encourages** children to interact with and learn alongside others.

1.2 **Supports** children in developing a sense of self and in building strong relationships with adults and peers.

1.3 **Provides** children with environments where they develop a growing sense of social relationships.

1.4 **Encourages** children to take the perspective of others and to discuss and explain their ideas to peers and adults.

1.5 **Fosters** emerging caring and cooperation skills among children, and **encourages** developmentally appropriate reciprocal interactions.

ACHIEVING

2.1 **Assists** children in developing rules and creating a democracy in the group setting.

2.2 **Discusses** similarities and differences among people, and **celebrates** different groups' contributions to society.

2.3 **Encourages** children to recognize and express their feelings and emotions respectfully, and to use language appropriate to their developmental levels.

2.4 **Uses** and **develops** age appropriate inquiry to facilitate children's learning about people and the world.

2.5 **Facilitates** age appropriate strategies to resolve conflicts, model democracy, or to gain understanding of an issue from multiple perspectives.

EXTENDING

3.1 **Designs** programs and experiences to extend children's sense of community through discovery and reflection on personal history, their families, and the community.

3.2 **Creates** opportunities for children and adults to build relationships with members of the community.

3.3 **Extends** and **expands** learning and community engagement.

COMPETENCY STATEMENT J

Demonstrates knowledge of how young children develop mathematical skills and scientific reasoning through explorations, investigations, interactions, materials, and problem-solving.

DEVELOPING

1.1 **Models** mathematical and scientific language and skills in meaningful contexts.

1.2 **Provides** children with opportunities to build, modify, and integrate simple mathematical and scientific concepts and with materials that encourage exploration and inquiry.

1.3 **Explains** how children develop processes and strategies for solving mathematical problems and develop scientific reasoning.

1.4 **Supports** children as they explore the natural and physical environments.

1.5 **Asks** open-ended questions that encourage children to describe, compare and contrast, predict and explain.

ACHIEVING

2.1 **Recognizes** and **articulates** the progression of mathematics and scientific reasoning for developing skills in observation and classification, classification and patterns, counting and cardinality, simple operations, measurement, and geometry.

2.2 **Generates** and **implements** opportunities for problem-solving and experimenting, that are conceptually connected, in the context of daily activities and routines.

2.3 **Looks** for spontaneous opportunities to support mathematical thinking and scientific inquiry and reasoning.

2.4 **Applies** knowledge of mathematics and science to encourage problem-solving, experimenting, making connections, representations and predictions, and drawing conclusions.

2.5 **Models** multiple ways to talk about and solve concrete and simple mathematical and scientific problems, for example, *How many ways can you count to ten? What do you think would happen if...?*

2.6 **Listens** to and **observes** children to better understand their progress in mathematical thinking and scientific reasoning.

2.7 **Helps** children answer their own questions.

2.8 **Provides** opportunities for communicating mathematical and scientific ideas verbally and in other ways including drawing, writing, and graphing.

2.9 **Encourages** the appropriate use of tools and technology.

COMPETENCY STATEMENT J (continued)

Demonstrates knowledge of how young children develop mathematical skills and scientific reasoning through explorations, investigations, interactions, materials, and problem-solving.

EXTENDING

3.1 **Shares** research related to early learning and mathematics and science to inform practice.

3.2 **Mentors, coaches,** and **trains** others to improve teaching practices that enhance mathematical thinking and scientific reasoning in young children.

3.3 **Engages** early childhood educators in reflective practice to support their use of mathematical and scientific language and reasoning.

3.4 **Educates** early childhood educators and the community on the relevance and impact of mathematical and scientific language and reasoning on children's development and learning.

INTERACTIONS AND GUIDANCE COMPETENCY AREA

Children's experiences develop their self-regulation and resiliency skills, which are linked to social and academic success. Competent early childhood educators help children develop foundational knowledge in building and maintaining relationships with adults and peers outside the family. They help children develop appropriate responses to their emotions to build neural pathways in the brain – pathways that link to children's overall social and emotional health and their ability to interact and respond appropriately to others. Educators use their own interactions with children as opportunities to support social and emotional learning. They demonstrate and model how to nurture responsive relationships and caregiving. They understand the relationship between emotions and actions, and intentionally teach how to communicate effectively. They guide and support positive behavior, and provide planned opportunities for children to develop social skills, responsibility, and autonomy.

2

INTERACTIONS AND GUIDANCE

COMPETENCY STATEMENTS

COMPETENCY A:	Demonstrates nurturing and responsive relationships and caregiving.
COMPETENCY B:	Demonstrates knowledge, skills, and practices that guide and support children's positive behavior.
COMPETENCY C:	Demonstrates planned opportunities for children to develop social skills, responsibility, and autonomy.
COMPETENCY D:	Demonstrates ability to establish an environment that supports social and emotional development.
COMPETENCY E:	Demonstrates effective communication techniques to support the development of children's social skills, relationships, responsibility, and autonomy.

COMPETENCY STATEMENT A

Demonstrates nurturing and responsive relationships and caregiving.

DEVELOPING

1.1 **Shows** warmth and respect towards each child and **interacts** with each child throughout the day.

1.2 **Focuses** attention on children using proximity, eye contact, and gestures in a responsive manner.

1.3 **Addresses** children and families personally by name, **makes** eye contact when greeting and/or interacting with others, and **creates** a comfortable, welcoming, and safe environment for all children and families.

1.4 **Encourages** children's ideas, suggestions, and efforts throughout the day.

1.5 **Identifies** children's emotional states and **supports** them in labeling their emotions.

ACHIEVING

2.1 **Establishes** nurturing, trusting, responsive and secure relationships with children.

2.2 **Uses** courteous, supportive, and attentive interactions to relate to each child by supporting her/his temperament, personality, and social/emotional development patterns.

2.3 **Promotes** each child's positive social dispositions and **supports** effective habits of the mind.

2.4 **Uses** responsive adult interactions to influence each child's perception of her/his sense of self and learning disposition.

2.5 **Uses** language to reflect on and acknowledge children's emotional states, behavior, and needs.

2.6 **Adapts** interactions and techniques based on children's emotional states, behavior, and needs.

EXTENDING

3.1 **Instructs** parents and early childhood educators on strategies for nurturing positive relationships and caregiving.

3.2 **Works** with early childhood educators and families to support children during major transitions and when transitioning from one group, setting, or program to another.

3.3 **Advocates** for continuity of care and the importance of establishing strong, nurturing relationships with young children at home and in their communities.

3.4 **Teaches** others to develop programs that support, nurture, and respond to the emotional needs of diverse populations.

COMPETENCY STATEMENT B

Demonstrates knowledge, skills, and practices that guide and support children's positive behavior.

DEVELOPING

1.1 **Describes** realistic behavioral expectations of children.

1.2 **Observes** and **identifies** positive guidance approaches.

1.3 **Articulates** a variety of ways to address children's behavior through positive guidance.

1.4 **Establishes** and **communicates** limits for acceptable behavior and **uses** developmentally appropriate strategies (e.g., redirection and encouragement) to guide children.

1.5 **Recognizes** the importance of consistent and appropriate tone, affect, and body language in all interactions.

1.6 **Selects** guidance approaches that support children in developing self-control.

1.7 **Addresses** problem behaviors and situations without labeling children.

ACHIEVING

2.1 **Provides** children with environments where they increasingly understand the nature and boundaries of acceptable behavior.

2.2 **Manages** behaviors and **involves** children in developing and implementing agreed upon rules and expectations.

2.3 **Uses** and **involves** other adults in consistently using positive feedback and encouragement in acknowledging children's efforts.

2.4 **Teaches** children social skills through cooperative games, lessons, stories, and activities.

2.5 **Models** appropriate language, decision-making, and problem-solving strategies in response to events or conflicts.

2.6 **Gains** children's attention before giving directions to maximize understanding and appropriate behaviors, and **provides** time for children to ask questions and gain clarification.

2.7 **Uses** conflict resolution skills and **involves** children in resolving conflicts.

2.8 **Communicates** with families about areas of concern, and **develops** cooperative strategies for managing challenging behaviors or situations.

EXTENDING

3.1 **Teaches** early childhood educators, parents, and the community positive guidance approaches, and the effective use of encouragement.

3.2 **Applies** theories of child development to improve positive guidance, and **mentors** others through reflective practice and modeling.

3.3 **Designs** written policies for effective guidance to be used by others.

COMPETENCY STATEMENT C

Demonstrates planned opportunities for children to develop social skills, responsibility, and autonomy.

DEVELOPING

1.1 **Promotes** positive social interactions between children by offering support and guidance.

1.2 **Supports** each child in developing a positive sense of self through accomplishments and responsibilities.

1.3 **Creates** opportunities and **encourages** children to take on responsibility for caring for themselves and to develop self-help skills.

1.4 **Fosters** autonomy by providing children with the opportunity to freely move and interact with adults and peers and to follow established, agreed upon rules.

ACHIEVING

2.1 **Constructs** opportunities to foster children's active participation in the environment to increase their sense of responsibility and contribution to the community.

2.2 **Encourages** children to interact with and turn to one another for assistance and **supports** children's spontaneous cooperative efforts.

2.3 **Designs** and **implements** activities to build social skills and foster responsibility for self, others, and the environment and **provides** opportunities for children to take on leadership roles.

EXTENDING

3.1 **Teaches** staff, parents and community ways to encourage children to practice responsibility, autonomy, and positive social skills.

3.2 **Applies** knowledge of current research and practice when conducting observations, evaluations, and feedback sessions on nurturing children's autonomy.

3.3 **Designs** policies and/or programs for supporting children's development of responsibility, autonomy, and social skills.

COMPETENCY STATEMENT D

Demonstrates ability to establish an environment that supports social and emotional development.

DEVELOPING

1.1 **Identifies** how physical space, materials, routines, and transitions support supervision, engagement, and interactions.

1.2 **Establishes** routines for smooth transitions between activities, and **alerts** children to changes in activities and routines by providing a warning prior to transitions.

1.3 **Provides** children with choice whenever possible.

1.4 **Fosters** interactions, communication, and learning among peers to promote engagement and expansion of play.

1.5 **Creates** secure and predictable environments that support children in communicating with one another and with peers.

1.6 **Supports** children's emotional needs in a responsive and respectful manner during transitions and daily routines.

ACHIEVING

2.1 **Minimizes** challenging behaviors through intentional environmental design and effective scheduling based on children's needs and abilities.

2.2 **Engages** children in the development of rules and expectations.

2.3 **Monitors** appropriateness of rules, routines, and activities by observing children's responses, and **makes** modifications accordingly.

2.4 **Uses** reflective practice and/or collects data to determine the impact of environmental aspects on children's behavior.

EXTENDING

3.1 **Teaches, mentors** and/or **coaches** early childhood educators on best practice related to organizing the environment and daily schedule or routine to foster social and emotional development.

3.2 **Evaluates** and **provides** feedback to early childhood educators and programs specific to social and emotional environments and interactions to improve practice.

3.3 **Advocates** for licensing regulations, quality standards, and allocation of resources that acknowledge the need for social and emotional development supports in early care and education.

COMPETENCY STATEMENT E

Demonstrates effective communication techniques to support the development of children's social skills, relationships, responsibility and autonomy.

DEVELOPING

1.1 **Identifies** multiple ways in which children verbally and nonverbally communicate their emotions, thoughts, opinions, needs, and preferences.

1.2 **Provides** time, space, and support for children having difficulty expressing their emotions, thoughts, opinions, needs, and preferences.

1.3 **Models** effective communication techniques, building upon home language, and **demonstrates** respect and value for individual cultures, attitudes, and expectations for children.

1.4 **Engages** in authentic give-and-take conversations to strengthen relationships with children and adults.

ACHIEVING

2.1 **Designs** an environment that supports a positive, safe climate and promotes communication of emotions, thoughts, opinions, needs, and preferences in a constructive manner.

2.2 **Models, teaches,** and **implements** a variety of strategies to support children in expressing and communicating emotions to peers and adults.

2.3 **Recognizes** developmental milestones and **seeks** additional supports and resources, in partnership with the family, as needed.

2.4 **Supports** multiple means for communicating including speaking, signing, listening, reading, writing, body language, and use of representations such as drawings, photos, video, or computer generated images.

2.5 **Designs** daily opportunities for children to converse and to communicate their ideas individually, in large and small groups, and in formal and informal settings.

2.6 **Incorporates** and intentionally **plans** opportunities for problem-solving to develop communication skills and to resolve problems.

COMPETENCY STATEMENT E (continued)

Demonstrates effective communication techniques to support the development of children's social skills, relationships, responsibility and autonomy.

EXTENDING

3.1 **Uses** tools designed to assess interactions and communication strategies to provide feedback to early childhood educators.

3.2 **Organizes** professional development opportunities based on relevant assessment data to enhance early childhood educators' communication skills.

3.3 **Communicates** information to families, early childhood educators, and the community for supporting young children in developing effective skills for expressing emotions or interacting with others.

3.4 **Produces** and **disseminates** information to parents, early childhood educators, and the community to help them identify the typical and atypical ranges of children's communication.

TEACHING AND LEARNING

All adults working with young children are teachers in the eyes, hearts, and minds of children. Early childhood educators' competency in Teaching and Learning builds upon their knowledge of child development and their skills in fostering learning and engaging children in exploration. They demonstrate knowledge and understanding of child development, developmental domains, and early learning expectations and standards.

Competent early childhood educators intentionally structure programs to help children grow in their capacity to self-regulate, demonstrate self-efficacy, and understand acceptable boundaries. Competency in Teaching and Learning results in environments, routines, and experiences that target children's abilities and interests, and foster growth and learning. Early childhood educators carefully select the appropriate learning formats (one on one, small group, large group) and the most effective learning environments and teaching strategies. They make decisions about whether a learning experience should be teacher-directed, child-initiated, or a balance of both over time. They grapple with questions such as: Should a new material be introduced indoors or outdoors? Should children be read a book to build vocabulary before engaging in exploration to provide them with language needed to discuss and explore related materials in a small group? Early childhood educators must address such questions to teach effectively and for children to learn optimally.

Competent early childhood educators are able to apply their content area knowledge, their knowledge of teaching strategies, and their understanding of how young children learn across domains and modalities. They intentionally structure environments and provide materials to cultivate learning in all content areas and to provide appropriate challenges. Their understanding of the importance of play and their skill in interacting with children during play form a basis for an engaging, social, and emotionally healthy learning environment. Competent early childhood educators use routines and transitions as opportunities for embedded learning. Those who work with infants and toddlers promote learning and development in the context of their relationship with each child.

Early childhood educators integrate learning experiences across content areas in meaningful and challenging ways and scaffold learning to deepen individual children's understanding. Early childhood educators demonstrate knowledge of each child's developmental levels and learning goals and refer to Individualized Education Programs (IEP) and Individualized Family Service Plans (IFSP) when setting up experiences, environments, and interactions. They set goals to foster both intellectual and social dispositions conducive to learning. They employ teaching practices that facilitate children's continued intellectual, social, emotional, and physical development and foster learning in language, literacy, the arts, science, math, technology, and social studies skills and understanding both indoors and outdoors.

Understanding the learning process and the importance of teacher-child interactions is vital to planning and implementing developmentally appropriate early education practices and programs. Competent early childhood educators use intentional adult-child interaction strategies to promote and extend engagement and learning throughout the daily routine. Activities and experiences are culturally relevant and designed to enable the participation of each child, including those with special needs. Early childhood educators design activities and experiences in such a way that children's ideas, interests, and concerns are acknowledged, respected, and promoted. They utilize a variety of approaches to enable all children to learn and express themselves. Early childhood educators provide experiences and activities in a sequence and at a rate that reflects individual needs rather than a predetermined schedule. Taken together, all of these competencies result in a learning environment where children feel physically, emotionally, and socially safe, and intellectually engaged.

3

TEACHING AND LEARNING

COMPETENCY STATEMENTS

COMPETENCY A:	Demonstrates knowledge and understanding of child development principles, developmental domains, early childhood theory, early learning expectations, and program quality standards.
COMPETENCY B:	Demonstrates the ability to plan and implement developmentally appropriate curriculum across domains and content areas, to use a variety of teaching strategies, and to integrate learning experiences across content areas and developmental domains.
COMPETENCY C:	Demonstrates knowledge of the value of play, skill in play interactions, and an understanding of how children use play to translate experience into understanding.
COMPETENCY D:	Demonstrates the ability to design activities that support concept and skill development by providing active manipulation of a wide variety of materials and equipment, both indoors and outdoors.
COMPETENCY E:	Demonstrates the ability to plan and implement a program designed to encourage children to learn from exploration, practice, and application as they acquire new skills and knowledge.
COMPETENCY F:	Demonstrates the ability to use a variety of teaching methods and techniques so that concepts and skills are appropriately presented.
COMPETENCY G:	Demonstrates knowledge of appropriate technology tools and how they are used to support teaching practices and enhance child learning.
COMPETENCY H:	Demonstrates knowledge and understanding of formal and informal grouping practices and how they strengthen children's learning.
COMPETENCY I:	Demonstrates support strategies for encouraging peer interactions through the use of learning experiences that include cooperative play, conflict resolution, interest-based large and small group experiences, and multi-age structures.

TEACHING AND LEARNING

COMPETENCY STATEMENTS
(continued)

COMPETENCY J:	Demonstrates understanding and skill in setting up a daily routine or schedule that is appropriate, predictable, consistent, yet flexible.
COMPETENCY K:	Demonstrates the ability to plan and implement appropriate, engaging, and smooth transition activities between various parts of the daily routine and between groups, settings, and programs.
COMPETENCY L:	Demonstrates the use of adult-child interaction strategies designed to enhance children's language, learning, and critical thinking.
COMPETENCY M:	Plans and implements curriculum that supports and strengthens children's intellectual and social approaches to learning.
COMPETENCY N:	Demonstrates acceptance of and promotes the learning and engagement of all children and families by promoting a climate of inclusion and engagement and using specific inclusive strategies.
COMPETENCY O:	Demonstrates an awareness and respect for the customs, heritage and values of each child and their families; and the ability to provide learning opportunities that are integrated into all content areas using strategies that support Dual Language Learning (DLL).

COMPETENCY STATEMENT A

Demonstrates knowledge and understanding of child development principles, developmental domains, early childhood theory, early learning expectations, and program quality standards.

DEVELOPING

1.1 **Recognizes** major developmental domains: physical, social, emotional, and cognitive, and **identifies** milestones in each domain.

1.2 **Articulates** basic early childhood theories based on the work of theorists such as Piaget and Vygotsky, and research on brain development.

1.3 **Observes** children of various ages, and **describes** general characteristics of their growth and development.

1.4 **Understands** the importance of providing safe and stimulating materials that support children's development and learning in all of the early development and learning strands for infants and toddlers in the *Early Childhood Standards of Quality for Infant and Toddler Programs** (well-being, belonging, exploration, communication, and contribution).

1.5 **Articulates** the importance of providing children with experiences in a variety of developmental domains and content areas as stated in the Early Learning Expectations within the Michigan *Early Childhood Standards of Quality for Prekindergarten** (language and literacy, creative arts, technology, social and emotional development, physical development, math, science, and social studies).

1.6 **Consults** the Michigan *Early Childhood Standards of Quality** documents for support in planning and providing developmentally appropriate learning environments, daily routines, and early learning experiences in all content areas and developmental domains, and working with families.

1.7 **Recognizes** variations in children's development and learning.

ACHIEVING

2.1 **Monitors** children's development over time.

2.2 **Applies** knowledge of child development and individual learning needs to document engagement, motivation, and processes used to gain knowledge and skills.

2.3 **Modifies** learning environments, routines, activities, and interactions to support developmental progress across all domains and content areas.

2.4 **Refers** to the Michigan *Early Childhood Standards of Quality** documents (both the Program Quality Standards, the Early Learning Expectations, and Early Development and Learning Strands) to develop experiences designed to deepen children's understanding of content in all areas and to extend each child's learning and development.

2.5 **Designs** meaningful and challenging activities that support the development of new skills and concepts appropriate to the strengths, needs, developmental levels and interests of each child.

2.6 **Evaluates** the impact of curriculum on each child's developmental progress in all domains and each child's outcomes in all content areas.

COMPETENCY STATEMENT A (continued)

Demonstrates knowledge and understanding of child development principles, developmental domains, early childhood theory, early learning expectations, and program quality standards.

EXTENDING

3.1 **Mentors, coaches,** and/or **instructs** early childhood educators in applying child development principles, learning theories, and developmentally appropriate practices.

3.2 **Reviews, observes**, and critically **analyzes** child outcome data to provide instructional feedback and to inform practice.

3.3 **Examines** alignment between curriculum and standards across content areas and developmental milestones.

3.4 **Designs** programs and policies based on child development principles and developmentally appropriate practices.

3.5 **Evaluates** program characteristics and **provides** feedback concerning improvements that may better support child development and learning in all content areas.

3.6 **Consults, shares** and/or **contributes** to research concerning teaching practices that influence children's development.

3.7 **Engages** early childhood educators in reflective practice to support their optimal use and application of child development principles and early learning expectations.

3.8 **Advocates** for and **promotes** curriculum models that align research-based practices, program quality standards, and early learning expectations in all content areas and developmental domains.

*The Michigan *Early Childhood Standards of Quality* documents contain detailed and specific information concerning all areas of program quality and early learning expectations for young children.

COMPETENCY STATEMENT B

Demonstrates the ability to plan and implement developmentally appropriate curriculum across domains and content areas, to use a variety of teaching strategies, and to integrate learning experiences across content areas and developmental domains.

DEVELOPING

1.1 **Understands** the importance of planning activities for all parts of the daily routine (small group, large group, outside, transitions, and choice time).

1.2 **Understands** the importance of providing experiences to support the Early Development and Learning Strands for Infants and Toddlers, Michigan *Early Standards of Quality for Infant and Toddler Programs.*

1.3 **Understands** the importance of planning activities in all content areas as noted in the Early Learning Expectations, Michigan *Early Childhood Standards of Quality for Prekindergarten* in an integrated way.

1.4 **Acknowledges** the importance of accommodating differences in children's abilities and engagement in curricular experiences and activities.

1.5 **Recognizes** and **identifies** well-regarded practices for infants and toddlers, and comprehensive preschool curriculum.

1.6 **Identifies** routines and environments that build on children's development and understanding in various content areas.

ACHIEVING

2.1 **Plans** developmentally appropriate curriculum activities and intentional teaching strategies based on current research and knowledge of child development and the Michigan *Early Childhood Standards of Quality* documents.

2.2 **Designs** experiences and **implements** strategies to support the Early Development and Learning Strands for Infants and Toddlers, Michigan *Early Standards of Quality for Infant and Toddler Programs.*

2.3 **Designs** and **implements** integrated experiences that build on children's strengths and interests in all content areas as noted in the Early Learning Expectations, Michigan *Early Childhood Standards of Quality for Prekindergarten*.

2.4 **Designs** and **implements** environments and experiences for infants and toddlers to promote their growth, development, and learning as noted in the Early Development and Learning Strands sections of the *Early Childhood Standards of Quality for Infant and Toddler Programs* (well-being, belonging, exploration, communication, and contribution).

2.5 **Uses** specific teaching strategies designed to foster each child's development across domains and content areas.

2.6 **Reflects** upon and **adapts** curriculum, activities, and materials to determine appropriateness and to meet the needs of specific children or groups of children.

2.7 **Applies** modeling, scaffolding, and extending techniques.

COMPETENCY STATEMENT B (continued)

Demonstrates the ability to plan and implement developmentally appropriate curriculum across domains and content areas, to use a variety of teaching strategies, and to integrate learning experiences across content areas and developmental domains.

EXTENDING

3.1 **Teaches, observes,** and **provides** feedback to early childhood educators as they practice modeling, scaffolding, and extending techniques.

3.2 **Analyzes** major curriculum models and current research that impact the field of early childhood programming.

3.3 **Supports** curriculum planning and implementation through professional development and consultation.

3.4 **Promotes** curriculum models and teaching strategies based on child development principles and evidence-based practices.

3.5 **Uses** knowledge of child development, content areas, and teaching strategies to evaluate and review curriculum models and program quality.

3.6 **Supports** early childhood educators in planning and developing program activities that integrate content areas and **provides** children with instruction matched to their developmental levels.

3.7 **Evaluates** curriculum and program effectiveness and **provides** feedback on effectiveness and appropriateness in achieving program goals and child outcomes.

COMPETENCY STATEMENT C

Demonstrates knowledge of the value of play, skill in play interactions, and an understanding of how children use play to translate experience into understanding.

DEVELOPING

1.1 **Recognizes** that children's play is valuable to their learning.

1.2 **Provides** adequate and uninterrupted time for children to engage in play each day.

1.3 **Provides** a variety of play opportunities throughout the daily routine (indoors, outdoors, individual, group).

1.4 **Recognizes** adult-child interaction strategies that can be used to enhance learning during play.

ACHIEVING

2.1 **Provides** play materials and experiences matched to children's developmental levels, needs, and preferences.

2.2 **Ensures** that the contribution and importance of play to children's development, learning, and overall well-being is reflected in the daily experiences and activities planned and provided for children.

2.3 **Articulates** the value of play and how skills and knowledge acquired through play support development and extend learning across domains and content areas.

2.4 Carefully **plans** the daily schedule and learning environment providing extended blocks of time designated for child choice, play, and exploration.

2.5 **Initiates** learning experiences for children that are playful and matched to children's developmental levels.

2.6 **Supports, scaffolds,** and **extends** children's learning while interacting in play situations with children.

EXTENDING

3.1 **Supports** early childhood educators, administrators, and families in their understanding of the value of play and implementation of play-based curriculum.

3.2 **Models, mentors,** and/or **coaches** high quality adult-child play interactions in professional development opportunities.

3.3 **Reviews** and **refers** to current research concerning the importance and benefits of play when providing support and feedback to early childhood educators.

3.4 **Supports** families and other stakeholders in understanding how play enhances learning.

COMPETENCY STATEMENT D

Demonstrates the ability to design activities that support concept and skill development by providing active manipulation of a wide variety of materials and equipment, both indoors and outdoors.

DEVELOPING

1.1 **Recognizes** the importance of providing and organizing a variety of well-maintained and safe materials throughout the learning environment (indoors and outdoors) for children to explore.

1.2 **Recognizes** the importance of providing age-appropriate books and literacy materials throughout the learning environment.

1.3 **Identifies** materials for children to explore writing, drawing, and building throughout the learning environment.

1.4 **Understands** the importance of providing materials that support children's understanding and learning as referenced in the Michigan *Early Childhood Standards of Quality* documents.

ACHIEVING

2.1 **Seeks** out and **provides** access to appropriate high quality materials for infants and toddlers as noted in the Early Development and Learning Strands in the *Early Childhood Standards of Quality for Infant and Toddler Programs.*

2.2 **Seeks** out and **provides** access to a variety of high quality materials, equipment and technology designed to support children in their growing knowledge and understanding in all content areas as noted in the Early Learning Expectations section of the Michigan *Early Childhood Standards of Quality for Prekindergarten.*

2.3 Carefully **chooses** a large variety of books, print and other literacy materials of various genres and types (narrative stories, informational text, poems, songs, rhyme books, alphabet books, wordless books, etc.) and **changes** and **updates** literacy materials based on children's development and learning goals.

2.4 **Facilitates** and **scaffolds** children's exploration of writing, drawing, building, designing, pretending, and creating with high quality materials.

2.5 **Plans** for and **provides** access to materials that are natural, interesting, and open-ended and that foster engagement, tinkering, and re-conceptualizing.

COMPETENCY STATEMENT D (continued)

Demonstrates the ability to design activities that support concept and skill development by providing active manipulation of a wide variety of materials and equipment, both indoors and outdoors.

EXTENDING

3.1 **Evaluates** program materials based on their appropriateness and ability to support children's concept and skill development.

3.2 **Teaches, mentors,** and/or **coaches** early childhood educators about high quality materials and their ability to foster learning and development.

3.3 **Inspires** early childhood educators to think about, provide, reflect on, and evaluate children's development and outcomes when they have access to high quality materials and equipment.

3.4 **Utilizes, refers to,** and/or **adds** to research concerning high quality, engaging learning materials and equipment.

COMPETENCY STATEMENT E

Demonstrates the ability to plan and implement a program designed to encourage children to learn from exploration, practice, and application as they acquire new skills and knowledge.

DEVELOPING

1.1 **Recognizes** that children need opportunities and environments where they learn strategies for active exploration, thinking and reasoning, and where play is recognized and valued as meaningful learning.

1.2 **Understands** the importance of guiding children's involvement in experiences, extending their ideas, responding to their questions, and conversing with children as they explore their materials and environments.

1.3 **Recognizes** the importance of exposing children to skills, concepts, or information they cannot discover on their own.

1.4 **Articulates** the importance of providing opportunities for children to experience success, make friends, and build self-confidence.

ACHIEVING

2.1 **Plans** and **provides** opportunities and activities designed to engage children in exploration of materials and concepts to support their present understanding and to introduce new learning and experiences.

2.2 **Provides** opportunities for children to learn and practice prerequisite skills prior to engaging in the activity for which those skills are required.

2.3 After prior knowledge has been established, **provides** children with time and support to investigate, revisit, engage, and discover new and more complex knowledge.

2.4 **Plans and provides** opportunities for children to be role models, play partners, organizers, and negotiators.

2.5 **Guides** children's involvement by acknowledging, extending, and trying out children's ideas; responding thoughtfully to their questions; engaging them in give-and-take conversations; and respectfully challenging their thinking.

2.6 **Capitalizes** on unplanned, child-initiated learning opportunities to build confidence, coping, problem-solving, and observation skills.

2.7 **Plans** and **initiates** learning activities designed to expose children to skills, concepts, or information they cannot discover on their own and **evaluates** outcomes to inform subsequent learning activities.

2.8 **Supports** children in setting and meeting their own skills and learning goals, building social and emotional skills, and developing a strong sense of self-confidence and self-perception.

2.9 **Designs** cross-domain experiences and child collaboration opportunities that are age-appropriate and meaningful.

COMPETENCY STATEMENT E (continued)

Demonstrates the ability to plan and implement a program designed to encourage children to learn from exploration, practice, and application as they acquire new skills and knowledge.

EXTENDING

3.1 **Advocates** for programs and practices that reflect the value of child exploration and teaching strategies for supporting children's acquisition of skills and knowledge through practice and application.

3.2 **Teaches, models,** and/or **coaches** early childhood educators to develop their skills in designing activities to support child exploration, problem-solving, negotiating, and confidence-building.

3.3 **Consults** and/or **contributes** to research supporting the importance of child exploration and construction of knowledge.

3.4 **Evaluates** teaching strategies and/or programs for levels of quality in the realm of child exploration, acquisition of skills and knowledge, practice, and application and **provides** feedback to prompt reflection on using activity outcomes to inform subsequent planning.

COMPETENCY STATEMENT F

Demonstrates the ability to use a variety of teaching methods and techniques so that concepts and skills are appropriately presented.

DEVELOPING

1.1 **Understands** the importance of activities where children can use their senses.

1.2 **Articulates** the importance of providing children with hands-on activities as opposed to paper-pencil exercises.

1.3 **Recognizes** the need for repetition and presenting information using various materials and methods.

1.4 **Acknowledges** the benefits of making additions and adjustments to learning environments based on children's development over time.

1.5 **Articulates** the importance of providing language and literacy experiences daily.

1.6 **Recognizes** the importance of using a wide variety of age-appropriate technology materials integrated throughout interest areas.

1.7 **Understands** the importance of child observation in planning and providing interactions, materials, and experiences across domains and content areas.

ACHIEVING

2.1 **Designs** and **implements** daily activities for children that use the greatest number of senses.

2.2 **Presents** concepts to children using hands-on, open-ended, and engaging materials rather than through paper-pencil exercises or patterned activities.

2.3 **Presents** concepts multiple times using various materials and methods of instruction and **adjusts** methods based on evidence of children's learning.

2.4 **Makes** activities and materials available for extended periods of time so children can repeat and expand on their previous experience.

2.5 **Makes** additions and adjustments to learning environments over time in order to enhance and expand children's interests and concept development.

2.6 **Incorporates** language experiences throughout children's daily activities (e.g., repeating children's sounds and words, modeling vocabulary, responsive questioning, open-ended questions) designed to promote children's language development and learn more about children's thinking.

2.7 **Integrates** opportunities to use age-appropriate technology materials throughout the day, across interest areas.

2.8 **Observes** children daily and carefully to identify their preferred ways of interacting with the environment.

2.9 **Scaffolds** and **extends** children's learning as appropriate to their individual developmental levels and concept knowledge.

COMPETENCY STATEMENT F (continued)

Demonstrates the ability to use a variety of teaching methods and techniques so that concepts and skills are appropriately presented.

EXTENDING

3.1 **Integrates, refers to,** and/or **contributes** to research related to various teaching methods and techniques.

3.2 **Advocates** for high quality activity design and effective methods of concept presentation for young children.

3.3 **Teaches, coaches,** and/or **mentors** early childhood educators in utilizing appropriate, high quality presentation methods and techniques.

3.4 **Observes** and **evaluates** programs and early childhood educators' skills in activity design, teaching techniques, and concept presentation and **provides** feedback to prompt reflection on using outcomes to inform subsequent planning.

COMPETENCY STATEMENT G

Demonstrates knowledge of appropriate technology tools and how they are used to support teaching practices and enhance child learning.

DEVELOPING

1.1 **Articulates** appropriate uses of technology and other digital materials to make and develop instructional materials.

1.2 **Recognizes** the use of technology tools for ongoing child observation and assessment, record keeping, and creating child and program reports.

1.3 **Uses** basic technology applications for communication with families, colleagues, and other stakeholders.

1.4 **Recognizes** the need for assistive technology resources in specialized circumstances.

1.5 **Seeks** professional development and information related to incorporating technology opportunities for children that will enhance learning and development in appropriate ways.

1.6 **Understands and articulates** the importance of balancing digital learning with human interaction and the importance of preserving social interaction, unstructured play and child engagement as the primary learning source for children. (Digital learning is not appropriate for children under the age of 2.)

ACHIEVING

2.1 **Makes and develops** instructional materials using digital and other technology tools.

2.2 **Incorporates** technology during ongoing child observation and assessment, for record keeping and report creation.

2.3 Regularly **uses** email and other communication technologies to communicate with families, colleagues, and other stakeholders.

2.4 **Develops and produces** blogs, newsletters, or websites using internet resources.

2.5 **Incorporates** internet resources into strategies for seeking information concerning projects, child inquiries, and early childhood electronic resources.

2.6 **Seeks out and uses** assistive technology resources when necessary.

2.7 **Chooses and incorporates** software designed to enhance learning in developmentally appropriate ways.

2.8 Carefully and intentionally **balances** digital learning with human interaction, in accordance with policies of national organizations such as the American Academy of Pediatrics and the National Association for the Education of Young Children.

2.9 **Promotes** social interaction, unstructured play, and child engagement as the primary learning sources for children.

COMPETENCY STATEMENT G (continued)

Demonstrates knowledge of appropriate technology tools and how they are used to support teaching practices and enhance child learning.

EXTENDING

3.1 **Arranges** for programs to provide technology tools for early childhood educators to make instructional materials, keep records, and to facilitate child assessment.

3.2 **Teaches, coaches,** and/or **mentors** early childhood educators in using technologies (hardware and software) designed to facilitate child assessment and program evaluation.

3.3 **Advocates** for and **teaches** professional electronic communication strategies in interactions with families, colleagues, and other stakeholders.

3.4 **Leads** development of official program websites, blogs, and other internet resources related to early childhood programs and services.

3.5 **Instructs** in**, provides** for, and **refers** to appropriate assistive technology resources when appropriate to support early childhood educator access and understanding.

3.6 **Seeks out** and/or **contributes** to research concerning technology applications that enhance children's learning and development.

3.7 **Advocates** for programs and **supports** programs in providing a learning environment where digital learning and human interactions are balanced and social interaction, play, and child engagement with materials are considered the primary learning sources for children. **Recommends** policies consistent with national organizations such as the American Academy of Pediatrics and the National Association for the Education of Young Children.

COMPETENCY STATEMENT H

Demonstrates knowledge and understanding of formal and informal grouping practices and how they strengthen children's learning.

DEVELOPING

1.1 **Provides** children with opportunities to work in small and large groups as well as individually.

1.2 **Acknowledges** the importance of grouping children primarily in heterogeneous ways and changing group structures to accommodate varying rates of growth and/or development.

1.3 **Recognizes** the need to promote involvement and inclusion of each child.

ACHIEVING

2.1 **Creates** child grouping based on children's interests, friendships, and common needs.

2.2 **Uses** primarily heterogeneous grouping strategies and utilizes homogeneous subgrouping on a limited or temporary basis when specialized instruction is needed.

2.3 **Observes** grouping structures carefully and makes appropriate changes to accommodate varying rates of growth in various developmental domains and content knowledge.

2.4 **Plans and provides** daily formal and informal opportunities for children to work and play in large groups, small groups, and individually with appropriate adult support and interaction.

2.5 **Encourages** children to join in and contribute to collaborative activities.

2.6 **Provides** children many and varied opportunities to be seen as leaders and to follow others.

2.7 **Ensures** that each child is involved, that no child is left out or ostracized.

EXTENDING

3.1 **Teaches, mentors,** and/or **coaches** early childhood educators in appropriate strategies and considerations for forming small groups and providing group experiences throughout the daily routine.

3.2 **Provides** information and research to early childhood educators about the benefits of taking children's interests, friendships, and needs into account when forming groups.

3.3 **Leads** early childhood educators in reflective practices related to appropriate social grouping in order to optimize each child's intellectual and social development.

3.4 **Facilitates** early childhood educators' understanding of the importance of heterogeneous grouping and limited use of homogeneous subgroups to accommodate children's needs and interests.

COMPETENCY STATEMENT I

Demonstrates support strategies for encouraging peer interactions through the use of learning experiences that include cooperative play, conflict resolution, interest-based large and small group experiences, and multi-age structures.

DEVELOPING

1.1 **Understands and articulates** the value of supporting cooperative play.

1.2 **Views** each child as a valued group member having individual strengths.

1.3 **Articulates** the importance of adult support in facilitating peer interactions.

1.4 **Recognizes** the need and importance for children to grow in their ability to work cooperatively and demonstrate consideration of others, social problem-solving techniques, and conflict resolution skills.

ACHIEVING

2.1 **Structures** the environment to promote small groups of children working and playing cooperatively in self-selected and teacher-initiated activities.

2.2 **Composes** groupings based on child interests, needs, strengths, and the type of activity with consideration for effective peer relationship building.

2.3 **Structures** the learning environment and routine in a way that facilitates cooperative play and learning experiences.

2.4 **Facilitates, monitors** and **supports**, through modeling, children's involvement with each other and with the environment.

2.5 Specifically **teaches** (in age-appropriate ways) skills for working cooperatively, making friends, developing empathy, solving problems, and resolving conflicts.

2.6 **Provides** children with opportunities to cooperatively develop rules and **supports** their understanding of the need and purpose for rules and boundaries in their learning and social environment.

EXTENDING

3.1 **Teaches, mentors,** and/or **coaches** early childhood educators to plan appropriate small and large group experiences that foster positive peer interactions.

3.2 **Evaluates** and **provides** feedback to early childhood educators on adult facilitation strategies such as modeling and monitoring children's involvement with each other in various activities and teaching specific social skills.

3.3 **Provides** professional development for early childhood educators in age-appropriate teaching practices that promote the development of empathy and consideration for others, problem-solving and conflict resolution skills.

3.4 **Provides** consultation to early childhood educators concerning rules, limit setting, behavioral issues, and the social climate of the setting.

COMPETENCY STATEMENT J

Demonstrates understanding and skill in setting up a daily routine or schedule that is appropriate, predictable, consistent, yet flexible.

DEVELOPING

1.1 **Understands** that daily schedules should provide predictability and consistency to children.

1.2 **Understands** that individual infant needs guide their routines.

1.3 **Articulates** the need to schedule extended blocks of time for toddlers to have unhurried time for repetition and practice and for preschool children's engagement in self-selected activities.

1.4 **Recognizes** the importance of limiting passive activities or screen time.

1.5 **Recognizes** the importance of providing for both teacher-initiated and child-initiated choice activities throughout the daily routine.

1.6 **Understands** that children should have active, quiet, large group, small group, paired, individual, independent, and guided activities daily.

1.7 **Understands** the need for children to have private time during the program day.

1.8 **Understands** that some children may choose not to participate in group activities and **articulates** the need to support the child in engagement in another safe, appropriate activity.

ACHIEVING

2.1 **Develops** predictable, consistent schedules which include repetition, **responds** to children's natural timetables, and **capitalizes** on teachable moments.

2.2 **Schedules** extended blocks of time so that children can become engaged, persevere, and play and learn without interruption.

2.3 **Assesses** the daily schedule for passive activities, screen time, or excessive teacher-directed experiences and **adjusts** the schedule to promote active engagement for each child.

2.4 Intentionally **plans** for and **provides** activities for infants and toddlers that include familiar and novel materials as noted in the Strands of Development and Learning in the Michigan *Early Childhood Standards of Quality for Infant and Toddler Programs.*

2.5 Intentionally **plans** for and **provides** child-initiated and teacher-initiated experiences in content areas as noted in the Early Learning Expectations section of the Michigan *Early Childhood Standards of Quality for Prekindergarten*.

2.6 Regularly **examines** the schedule for balance between teacher-initiated and child-initiated activities; active, quiet, large group, small group, paired, individual, and guided activities.

2.7 Carefully **plans**, appropriately **paces** and **monitors** learning activities based on child observations.

2.8 **Provides** physical space and time in the schedule for children to have private time.

2.9 **Engages** children in safe and appropriate activities when they choose not to participate in group activities.

COMPETENCY STATEMENT J (continued)

Demonstrates understanding and skill in setting up a daily routine or schedule that is appropriate, predictable, consistent, yet flexible.

EXTENDING

3.1 **Teaches, mentors,** and/or **coaches** early childhood educators in strategies for setting up responsive, predictable and consistent daily routines and schedules.

3.2 **Refers** to or **contributes** to research concerning appropriate time for group, individual, passive, active, teacher-initiated, and child-initiated activities.

3.3 **Evaluates** programs or **uses** program evaluation data to provide feedback to staff concerning the daily routine or schedule.

3.4 **Advocates** for and **assists** early childhood educators in providing a balance of teacher-initiated and child-initiated activities throughout the daily routine.

COMPETENCY STATEMENT K

Demonstrates the ability to plan and implement appropriate, engaging, and smooth transition activities between various parts of the daily routine and between groups, settings, or programs.

DEVELOPING

1.1 **Strives** for and **values** an unhurried routine with purposeful transitions.

1.2 **Understands** that children may find transitions difficult.

1.3 **Recognizes** the need to limit wait times and prepare for transitions.

1.4 **Articulates** the need to support children's developing responsibility and contribution to their learning community and ability to follow daily routines.

1.5 **Understands** that excessive transitions may cause anxiety and agitation.

1.6 **Seeks** out and **considers** ways to support children when they transition to new groups, settings or programs.

1.7 **Articulates** the need to prepare children for change in order to manage stress and frustration.

1.8 **Understands** the need to prepare activities and materials ahead of time in order to reduce waiting and idle time.

ACHIEVING

2.1 **Considers** each part of the daily routine, minimizes the number of transitions, and **allows** enough time so that routines and transitions are unhurried, engaging, and purposeful.

2.2 **Plans** and **implements** specific strategies for children who find transitions difficult.

2.3 Intentionally **plans** engaging transition strategies and limits wait times for children.

2.4 **Provides** children with opportunities to develop responsibility, contribute to their learning community, and participate in daily routines (e.g., picking up toys; washing hands; setting the snack table).

2.5 **Minimizes** or **eliminates** pull-out situations and activities that take children away from the group setting.

2.6 Appropriately **prepares** children and families for transitions to new or different groups, settings or programs.

2.7 **Gives** all children notice to prepare for change, and **explains** what is happening and what will happen next.

2.8 **Prepares** materials and activities ahead of time to minimize idle time in group settings.

EXTENDING

3.1 **Observes** and **provides** feedback to early childhood educators concerning transition strategies throughout the daily routine.

3.2 **Teaches, mentors,** and/or **coaches** early childhood educators in high quality, developmentally appropriate transition activities and strategies.

3.3 **Consults** with early childhood educators in adjusting schedules to minimize or improve transition experiences.

3.4 **Compiles, reviews,** and/or **contributes** to research concerning various types of transition situations in early childhood programs.

COMPETENCY STATEMENT L

Demonstrates the use of adult-child interaction strategies designed to enhance children's language, learning and critical thinking.

DEVELOPING

1.1 **Interacts** with children throughout the day as appropriate for their developmental level.

1.2 **Understands** the value of limiting closed-ended questions and using open-ended questions that stimulate children's thinking and extend their responses.

1.3 **Recognizes** the importance of acknowledging and helping children identify their feelings and emotions in a range of appropriate ways.

1.4 **Provides** children opportunities to make choices and plans.

1.5 **Recognizes** that children learn best when they follow their interests, curiosity, and strengths.

1.6 **Models** pro-social language and behavior for children.

1.7 **Talks** with children individually and in small groups and takes advantage of spontaneous opportunities to talk with each child individually.

1.8 **Understands** infants' sensitivity to body language and the importance of using expressive body language to help infants read signals.

ACHIEVING

2.1 **Asks** a variety of open-ended questions designed to stimulate extended responses (e.g., minimizing "yes" or "no" response questions and increasing "what, why and how" questions).

2.2 Intentionally **comments** on, **provides** acknowledgments, **poses** open-ended questions, and **seeks** thoughts and opinions of children in conversations throughout the daily routine to extend children's language and thought.

2.3 **Talks** with children about their emotions, emotions of others, and how to understand the perspective of another person.

2.4 **Involves** children in making choices and evaluating the consequences of their choices.

2.5 **Provides** opportunities for children to contribute their ideas to class decisions and group problem-solving situations.

2.6 **Involves** children in planning, implementing, and evaluating some activities.

2.7 **Encourages** children to follow their interests, curiosity, passion, or talents and helps children to discover what they want to learn.

2.8 Intentionally **teaches** social skills and pro-social language and behaviors.

COMPETENCY STATEMENT L (continued)

Demonstrates the use of adult-child interaction strategies designed to enhance children's language, learning, and critical thinking.

EXTENDING

3.1 **Teaches, mentors,** and/or **coaches** early childhood educators in the use of appropriate language strategies and critical thinking techniques for each age group.

3.2 **Provides** professional development opportunities for early childhood educators focused on adult-child conversational strategies, active listening, and appropriate questioning techniques.

3.3 **Advocates** for programs and practices that value children's voices in regards to setting rules, planning activities, making choices, and evaluating consequences.

3.4 **Refers** to and/or **contributes** to research on quality adult language strategies in early childhood programs.

COMPETENCY STATEMENT M

Plans and implements curriculum that supports and strengthens children's intellectual and social approaches to learning.

DEVELOPING

1.1 **Acknowledges** the role of approaches to learning in promoting children's school and life success.

1.2 **Provides** children with opportunities to use their imaginations and be creative.

1.3 **Provides** children with opportunities to investigate and solve problems.

1.4 **Promotes** social dispositions by providing opportunities for children to learn and interact cooperatively.

1.5 **Recognizes** that learning is social and social dispositions are formed through interactions with early childhood educators, families, and peers.

ACHIEVING

2.1 **Encourages** children to consider multiple perspectives to solve problems.

2.2 Intentionally **plans** experiences and opportunities for children to think flexibly when solving problems and exploring new concepts.

2.3 **Provides** children with opportunities to engage in shared thinking, goal setting, and planning.

2.4 **Provides** children with opportunities to explore, ask questions, experiment, and persist in completing challenging tasks.

2.5 **Creates** opportunities for children to use a range of approaches to learning (e.g., hypothesizing, making inferences, and asking questions) to solve problems.

2.6 **Supports** children's efforts to engage with peers in cooperative play and intentionally **teaches** social skills and strategies for entering and sustaining play.

2.7 **Provides** a learning environment focused on building community and fostering social dispositions.

EXTENDING

3.1 **Shares** and/or **contributes** to research concerning various approaches to learning.

3.2 **Provides** early childhood educators with instruction and feedback on developing positive learning environments that support intellectual and social dispositions.

3.3 **Evaluates** early childhood educators' instructional strategies related to supporting and developing children's approaches to learning.

3.4 **Advocates** for program practices designed to support the development of children's approaches to learning and intellectual and social dispositions.

COMPETENCY STATEMENT N

Demonstrates acceptance of and promotes the learning and engagement of all children and families by promoting a climate of inclusion and engagement and using specific inclusive strategies.

DEVELOPING

1.1 **Articulates** that children with differing learning styles and abilities need opportunities to solve problems of increasing complexity.

1.2 **Understands** the importance of a supportive atmosphere in which all forms of expression are encouraged, accepted and valued.

1.3 **Accepts** each child's individual level of development, interest, temperament, cultural background, language, and learning style.

1.4 **Recognizes** the importance of promoting a climate of acceptance and inclusion of all children of varying cultural, ethnic, linguistic, and racial backgrounds as well as those with a range of abilities.

1.5 **Recognizes** the diverse strengths and needs of each child and uses a strength based approach.

1.6 **Recognizes** the components of an IEP and IFSP as well as the importance of implementing daily activities, routines, and curriculum identified by the IEP or IFSP.

ACHIEVING

2.1 **Assures** that opportunities to create and explore accommodate the participation of children with special needs.

2.2 **Adapts** activities, makes accommodations, and uses other strategies that integrate children socially and enable them to participate in all activities regardless of ability.

2.3 **Provides** continuous opportunities for children of all ages and abilities to experience success, build confidence, resilience, and optimism.

2.4 **Works** with parents and community partners to support an agreed-upon plan of action (such as an IEP or IFSP) for goals related to overall health and wellness of a child.

2.5 **Helps** children communicate ideas and feelings in a variety of ways (e.g., signing, speaking, acting out, technology, supplying language).

2.6 **Uses** UDL principles to identify and match materials and supports to children's developmental levels and to foster inclusion.

2.7 **Monitors** children's responses to instruction and materials and **modifies** as needed to meet educational goals.

2.8 **Collaborates** with parents and specialists to coordinate plans to provide programming for children with IEPs or IFSPs.

COMPETENCY STATEMENT N (continued)

Demonstrates acceptance of and promotes the learning and engagement of all children and families by promoting a climate of inclusion and engagement and using specific inclusive strategies.

EXTENDING

3.1 **Assists** early childhood educators in articulating a developmentally appropriate range of objectives for planned activities and experiences.

3.2 **Supports** early childhood educators in securing resources to adapt curriculum to individual patterns and uniqueness, and for the timing of children's development and learning.

3.3 **Plans** and **coordinates** processes that enable families to take part in the decision making process related to a child's participation in the program, so that goals and expectations for the program, their child and family are met.

3.4 **Evaluates** the effectiveness of experiences intended to enhance the development of each child and **provides** feedback on the use of multiple modalities to improve practice and/or services.

COMPETENCY STATEMENT O

Demonstrates an awareness of and respect for the customs, heritage and values of each child and their families; and the ability to provide learning opportunities in all content areas using strategies that support Dual Language Learning (DLL).

DEVELOPING

1.1 **Recognizes** the role of home language and culture in children's development.

1.2 **Models** respect for cultural/linguistic diversity.

1.3 **Articulates** the importance of valuing children's primary language and culture while supporting children in learning English.

1.4 **Describes** how language development may vary for Dual Language Learners (DLL).

ACHIEVING

2.1 **Applies** various teaching strategies (e.g., models, interacts, redirects, rephrases, uses concrete materials) to help children make sense of their environment and grow in language development.

2.2 **Incorporates** knowledge of home language and cultural practices to support children's learning and **recognizes** the role of parents as primary teachers.

2.3 **Establishes** and **maintains** learning environments that reflect diversity and demonstrate awareness and respect for customs and values of children and families.

2.4 Continually **evaluates** and **adapts** teaching as fluency in English increases in individual children.

EXTENDING

3.1 **Develops** home-school partnerships with translators, friends, neighbors, and resource organizations.

3.2 **Promotes** practices that support Dual Language Learners by recruiting and hiring staff that reflect the primary language and culture of children in the program or are multi-lingual.

3.3 **Advocates** for cultural responsiveness and high quality teaching strategies for supporting Dual Language Learners.

3.4 **Teaches, coaches,** and/or **mentors** early childhood educators in principles of cultural responsiveness, diversity, and support strategies for Dual Language Learners.

OBSERVATION, DOCUMENTATION, AND ASSESSMENT COMPETENCY AREA

A deeper understanding of learning is often gleaned through observation and reflection on children's developing skills and knowledge. Consequently, early childhood educators rely on their ability to observe and document children's abilities, interests, and learning needs to inform curriculum and practice, monitor progress, reflect on their own practice, and evaluate their effectiveness. Competent early childhood educators know the types and purposes of observation, documentation, and assessment. They systematically collect data, and use ethical practices and appropriate tools, to screen, monitor, and assess young children. They partner with families in the assessment process. Differentiated instruction, response to intervention, and meeting the goals of children on Individualized Education Programs (IEP) or Individualized Family Service Plans (IFSP) require early childhood educators to use their skills in observing, documenting, and assessing to plan effective approaches for enhancing children's experiences and fostering growth and learning.

4

OBSERVATION, DOCUMENTATION, AND ASSESSMENT

COMPETENCY STATEMENTS

COMPETENCY A:	Demonstrates knowledge of the types and purposes of observation, documentation, and assessment tools.
COMPETENCY B:	Demonstrates knowledge and skill in progress monitoring and assessment to establish goals for children, groups, and programs.
COMPETENCY C:	Demonstrates knowledge of both the legal and ethical requirements to partner with families in the assessment and referral processes.
COMPETENCY D:	Demonstrates use of developmentally appropriate, culturally, and linguistically responsive assessment methods.
COMPETENCY E:	Demonstrates ethical behavior and use of informal and formal tools and strategies for standardized assessment.

COMPETENCY STATEMENT A

Demonstrates knowledge of the types and purposes of observation, documentation, and assessment tools.

DEVELOPING

1.1 **Identifies** differences between screening and assessment tools.

1.2 **Extracts** data from assessments in a non-biased manner.

1.3 **Lists** reasons for conducting observations and assessments.

1.4 **Uses** appropriate tools to assess children and the program.

1.5 **Maintains** confidentiality and **stores** assessment data in secure locations.

ACHIEVING

2.1 **Explains** basic terminology used in assessments.

2.2 **Uses** instruments only for the intended purpose(s), **administers** according to established protocol, and **implements** with fidelity.

2.3 **Gathers** relevant background information on each child.

2.4 **Knows** strengths and limitations of various assessment tools and strategies and **understands** how the results obtained can be used to plan for individual children and the group as a whole.

2.5 **Selects** and **uses** appropriate assessment methods based on purpose and assessment guidelines.

2.6 **Designs** methods for improving assessment procedures based upon information collected as well as potential barriers associated with specific methods or tools.

2.7 **Uses** technology to support and conduct assessments and to summarize results.

EXTENDING

3.1 **Establishes** assessment criteria, procedures, and documentation methods.

3.2 **Provides** professional development on how to analyze data from research-based assessment tools.

3.3 **Creates** a program plan based on assessment data.

COMPETENCY STATEMENT B

Demonstrates knowledge and skill in progress monitoring and assessment to establish goals for children, groups, and programs.

DEVELOPING

1.1 **Acknowledges** children develop at their own pace and **recognizes** the need to observe and monitor developmental milestones.

1.2 **Observes** and objectively **records** children in natural settings to gauge children's comprehensive growth, identify strengths and needs, and/or to learn more about specific behaviors.

1.3 **Identifies** multiple sources for gathering information on children's development.

1.4 **Recognizes** appropriate methods for documenting developmental progress.

ACHIEVING

2.1 **Embeds** on-going assessment throughout daily activities.

2.2 **Uses** assessment data and progress monitoring tools to modify the learning environment, daily routine, and interactions, and to plan for individual children and the group as a whole.

2.3 **Uses** multiple sources of information including screening and assessment data to identify strengths, establish goals, and monitor progress.

2.4 Regularly **observes** and **analyzes** children's participation to inform instruction.

2.5 **Identifies** activities and routines that can be used to examine children's development, skills and learning needs, and to monitor progress.

2.6 **Reviews** observations, screening, and assessment data to identify children who need to be referred, and **obtains** informed consent.

2.7 **Compiles** developmental profiles for each child using observations, anecdotal notes, and other forms of assessment.

2.8 **Uses** assessment data in partnership with families to discuss their children's development and to identify strategies that are respectful, culturally responsive, and aligned between home and school.

2.9 **Monitors** progress toward established goals for each child.

EXTENDING

3.1 **Guides and/or instructs** staff in selecting and implementing assessment methods.

3.2 **Aligns** early learning curriculum with early childhood assessments.

3.3 **Advocates** for responsible assessment of all children and for early identification of children with disabilities.

3.4 **Consults** with specialists and/or **provides** consultation to inform the selection and alignment of assessments, use of data, and best practice for children, families, early childhood educators, programs, and the community.

COMPETENCY STATEMENT C

Demonstrates knowledge of both the legal and ethical requirements to partner with families in the assessment and referral processes.

DEVELOPING

1.1 **Gives** examples of significant variations in development that would require referrals.

1.2 **Partners** with a multi-disciplinary professional team to evaluate a child.

1.3 **Describes** the expectations of the teams' goals and purpose for evaluating a child.

1.4 **Includes** family input in assessment and goal setting.

1.5 **Respects** the legal rights of parents, **maintains** confidentiality, and **follows through** with activities prescribed in the IEP or IFSP.

ACHIEVING

2.1 **Applies** knowledge of the early childhood educator's role as a participant in the development and use of an IEP and/or an IFSP.

2.2 **Initiates** assessment partnerships to facilitate the evaluation process.

2.3 **Partners** with others to use child data to improve program practices, identify professional development needs, and meet the needs of each child (e.g., health care providers, special needs consultants, and/or program directors).

2.4 **Issues** assurances and due process rights to parents prior to assessment, eligibility, determination, and placement.

2.5 **Identifies, discusses,** and **plans** ways to involve families in assessing children's strengths and needs, and for establishing goals.

2.6 **Notifies** parents of the purposes of screening and the purposes and results of subsequent evaluations.

2.7 **Collaborates** with team in using data to determine eligibility and to write IEP or IFSP goals.

2.8 **Identifies** technology, adaptive, and assistive devices to support instructional practices and assessments.

COMPETENCY STATEMENT C (continued)

Demonstrates knowledge of both the legal and ethical requirements to partner with families in the assessment and referral processes.

EXTENDING

3.1 **Monitors** the implementation of education plans (IEP and/or IFSP).

3.2 **Collaborates** with community partners to initiate systems and support assessment partnerships in the evaluation of children.

3.3 **Facilitates** the sharing and reporting of assessment results to determine next steps for children in collaboration with families and other professionals or agencies.

3.4 **Analyzes** and **evaluates** IEP and IFSP implementation and family engagement.

3.5 **Advocates** for ongoing engagement of families in the assessment and goal setting process.

3.6 **Evaluates** the design and the implementation of the evaluation process.

COMPETENCY STATEMENT D

Demonstrates use of developmentally appropriate, culturally, and linguistically responsive assessment methods.

DEVELOPING

1.1 **Identifies** biases and **works** to ensure biases do not impact assessment.

1.2 **Identifies** how language and culture can influence the assessment process and assessment results.

ACHIEVING

2.1 **Selects** assessment tools that reflect the diversity and language of the population being served.

2.2 **Uses** assessment tools in a language the child understands.

2.3 **Identifies** and **uses** additional screenings and assessment tools to monitor the growth of dual language learners.

2.4 **Implements** culturally appropriate assessment practices and **interprets** results objectively.

EXTENDING

3.1 **Plans** observation and assessment strategies that are culturally and linguistically sensitive to children's needs, and **mentors** others in their use.

3.2 **Creates** models for implementing responsible assessment processes that reduce or eliminate negative influences on assessment results.

3.3 **Advocates** for responsible assessment processes reflective of cultural, linguistic, and environmental influences.

3.4 **Consults** with specialists to select appropriate screening and assessment tools, and to interpret results for children with diverse learning needs or with a sensory impairment in vision or hearing.

COMPETENCY STATEMENT E

Demonstrates ethical behavior and use of informal and formal tools and strategies for standardized assessment.

DEVELOPING

1.1 **Articulates** ethical principles that guide observations and assessment processes.

1.2 **Identifies** and **describes** multiple informal assessment strategies.

1.3 **Describes** various uses for informal assessment strategies.

ACHIEVING

2.1 **Lists** characteristics and uses of standardized assessments.

2.2 **Acquires** knowledge and hands-on familiarity with the strategy or instrument before screening or assessing children.

2.3 **Uses** screening and assessment instruments only for the purposes for which the tools were designed.

2.4 **Uses** multiple sources and predetermined formal assessment tools and strategies in the evaluation process.

EXTENDING

3.1 **Provides** professional development on the use of research-based assessment tools.

3.2 **Designs, uses,** and **mentors** others in the use of informal assessment tools and strategies for monitoring young children's development and needs.

3.3 **Examines** information regarding the appropriate use of assessment tools and use of data.

3.4 **Selects** tools and strategies based on their intended purpose and use.

HEALTH, SAFETY, AND NUTRITION COMPETENCY AREA

Young children thrive within environments that foster health, ensure safety, and provide for their nutritional needs. Competent early childhood educators promote health and safety by taking safety precautions, meeting the nutritional needs of all children, identifying signs of emotional distress and abuse, and partnering with families to exchange information. The early childhood workforce draws upon the expertise of others including pediatricians, nutritionists, social workers, and other specialists focused on ensuring the health, safety, and nutrition of our youngest citizens.

5

HEALTH, SAFETY, AND NUTRITION

COMPETENCY STATEMENTS

COMPETENCY A:	Demonstrates knowledge of best practice to promote the health and safety of young children at home and in early learning and development settings.
COMPETENCY B:	Demonstrates knowledge of safety precautions and procedures to prevent or reduce injuries.
COMPETENCY C:	Demonstrates knowledge of the nutritional needs of each child.
COMPETENCY D:	Demonstrates knowledge of the signs of child abuse and neglect, and the role of early childhood educators as mandated reporters.
COMPETENCY E:	Demonstrates ability to partner with families to exchange information, provide services and/or referrals, and create links with health, safety, and nutrition programs.

COMPETENCY STATEMENT A

Demonstrates knowledge of best practice to promote the health and safety of young children at home and in early learning and development settings.

DEVELOPING

1.1 **Recognizes** and **responds** to each child's health needs, and **implements** individual child health plans for infants and toddlers.

1.2 **Recognizes, documents,** and **reports** symptoms of common illness and stress to supervisors and families.

1.3 **Follows** and **models** specified standard precaution procedures to limit the spread of common illnesses.

1.4 **Initiates** wellness activities that promote physical activity, good health and hygiene among children.

1.5 **Follows** specified guidelines for administering prescribed medications.

1.6 **Maintains** current Red Cross or comparable age appropriate CPR and First Aid Certification, and follows recommended practices.

ACHIEVING

2.1 **Informs** parents and staff of issues impacting the health of children and families.

2.2 **Promotes** children's awareness of healthy choices and behaviors (e.g. the importance of drinking water, physical activity, and adequate rest) through routines and curriculum.

2.3 **Reviews** written health care policies, and regularly **provides** or **attends** staff professional development to ensure understanding and implementation of procedures.

2.4 **Maintains** and **implements** a program plan that supports and improves children's health and promotes healthy environments.

EXTENDING

3.1 **Educates** others on the relationship between children's development and their health and nutrition.

3.2 **Supports** early childhood educators in drafting health care policies and procedures aligned to best practice.

3.3 **Advocates** for accessible programs and services that support families in creating healthy environments at home and in the community.

COMPETENCY STATEMENT B

Demonstrates knowledge of safety precautions and procedures to prevent or reduce injuries.

DEVELOPING

1.1 **Recognizes** potential hazards and **takes** actions to ensure children's safety.

1.2 **Follows** emergency procedures.

1.3 **Completes** safety checklists, **follows** health care policies, and **utilizes** injury logs to ensure a safe environment.

1.4 **Selects** toys and materials that are safe and developmentally appropriate.

ACHIEVING

2.1 **Structures** the environment and equipment to ensure safety.

2.2 **Reviews** injury logs and **updates** policies and procedures to prevent and reduce injuries.

EXTENDING

3.1 **Complies** with and **trains** staff on all rules and regulations that impact children's health and safety.

3.2 **Recommends** changes in policies, practices, and regulations to ensure safe and healthy environments for all children.

3.3 **Advocates** for policies, practices, and regulations that reflect the most current recommendations as determined by experts on child safety (e.g., American Academy of Pediatrics).

COMPETENCY STATEMENT C

Demonstrates knowledge of the nutritional needs of each child.

DEVELOPING

1.1 **Supports** and **accommodates** mothers who are breastfeeding.

1.2 **Recognizes** and **responds** to the nutritional needs of each child.

1.3 **Practices** appropriate hand washing and food handling techniques as defined by Michigan's licensing rules.

1.4 **Provides** meals and snacks that reflect a nutritionally balanced diet, based on written plans.

1.5 **Identifies** spoiled and contaminated foods and **disposes** of them.

1.6 **Follows** instructions for meeting the needs of children with allergies or special diets during meal time while ensuring inclusion in the group.

1.7 **Teaches** children the components of a nutritionally balanced diet.

1.8 **Serves** food in a positive, relaxed, and social atmosphere to promote positive self-esteem and attitudes.

ACHIEVING

2.1 **Ensures** that infants and toddlers unique feeding patterns are accommodated and that infants and toddlers are fed on demand.

2.2 **Plans** and **prepares** meals and snacks that reflect a nutritionally balanced diet based on the Child and Adult Care Food Program (CACFP) guidelines, including meeting the special dietary needs of individual children.

2.3 **Recognizes** indicators of poor nutrition.

2.4 **Ensures** that all staff are aware of and follows special dietary plans and **prevents** children with allergies from exposure or ingestion of allergens.

2.5 **Implements** appropriate food handling practices to prevent food borne illness and spoilage.

2.6 **Models** positive nutritional practices and **supports** children's independence in making healthy food choices.

2.7 **Provides** parents and other caregivers with resources on the importance of good nutrition on healthy development and **supports** them in meeting children's special dietary or allergy needs.

2.8 **Structures** the environment to serve food in a positive, relaxed, and social atmosphere with sufficient time to accommodate the varied needs of children.

COMPETENCY STATEMENT C (continued)

Demonstrates knowledge of the nutritional needs of each child.

EXTENDING

3.1 **Teaches** or **mentors** others in providing snacks and meals in a positive, relaxed, and social atmosphere.

3.2 **Advocates** for public policies that ensure availability of a nutritionally balanced diet for all children (e.g., advocating on behalf of food supplement programs such as Women, Infants, and Children).

3.3 **Explores** and **utilizes** local food options to promote the use of fresh foods and those with higher nutrient value beyond CACFP requirements.

3.4 **Consults** with registered dieticians and/or other health professionals as needed to inform policy and ensure a higher understanding of nutritional needs of all children.

COMPETENCY STATEMENT D

Demonstrates knowledge of the signs of child abuse and neglect, and the role of early childhood educators as mandated reporters.

DEVELOPING

1.1 **Recognizes** signs of child abuse and neglect.

1.2 **Knows** and **follows** the Child Protection Law for reporting child abuse and neglect to the Michigan Department of Human Services.

1.3 **Understands** the responsibilities of mandated reporters.

ACHIEVING

2.1 **Identifies** local resources available to children and families that deal with problems of ongoing emotional distress, abuse, and neglect.

2.2 **Develops** program specific policies and procedures for reporting child abuse and neglect as required by the Child Protection Law.

2.3 **Supports** others in recognizing and reporting possible signs of abuse and neglect.

2.4 **Evaluates** program policies and procedures to ensure alignment with state reporting requirements and **provides** mandated reporter training for staff.

2.5 **Assists** families in obtaining counseling and other services to support them in creating a positive, nurturing home environment and providing resources to minimize family stress.

EXTENDING

3.1 **Advises** community organizations and family service agencies on the importance of program policies and procedures and **ensures** people working with young children and their families understand their role as mandated reporters.

3.2 **Functions** as an advocate in cases of abuse and neglect.

3.3 **Advocates** for the protection of children from abuse and neglect, and for available, accessible support services for families.

3.4 **Conducts** an analysis of existing community resources to support child and family mental health, and **advises** on capacity and needs.

COMPETENCY STATEMENT E

Demonstrates ability to partner with families to exchange information, provide services and/or referrals, and create links with health, safety, and nutrition programs.

DEVELOPING

1.1 **Obtains** children's health records annually according to program and licensing requirements.

1.2 **Discusses** observations and concerns with parents and supervisors on a regular basis.

1.3 **Provides** information to parents and **refers** them to health, mental health, and/or other services.

ACHIEVING

2.1 **Provides** families with information on child development and vision and hearing screenings.

2.2 **Reviews** and **monitors** children's health records and **informs** families of the need to update records or immunizations.

2.3 **Works** with parents and community partners to support families in accessing services related to overall health and prevention including mental health, nutrition, early intervention, and special education.

2.4 **Compiles** and **maintains** a list of programs, services, and agencies to meet family needs.

2.5 **Establishes** written plans for making referrals to address basic health and mental health issues.

2.6 **Supports** staff in securing referrals.

EXTENDING

3.1 **Develops** and annually **reviews** with staff plans to respond to illness and emergencies, and shares the plans with parents and community partners.

3.2 **Partners** with the community to identify resources and gaps in services.

3.3 **Analyzes** child screenings and developmental assessment data to inform program, child, and family needs at both the program and community level.

FAMILY AND COMMUNITY ENGAGEMENT COMPETENCY AREA

Children come to early learning and development settings within the context of their families; understanding the supports and strengths provided by families is vital to understanding the child. It is essential that early childhood educators respect the family as an integral part of the child's life since families share a history and are bonded together in their pursuit of health, education, and prosperity. Competent early childhood educators develop knowledge of the influence of relationships on children. Families are shaped and supported by their communities, and competent early childhood educators are knowledgeable about how to support families in connecting with their community. They demonstrate value in partnering and communicating with families, and they respect diversity in family composition, cultures, languages, values, and belief systems. Early childhood educators must understand laws and regulations that support families and children.

6

FAMILY AND COMMUNITY ENGAGEMENT

COMPETENCY STATEMENTS

COMPETENCY A:	Demonstrates knowledge of the influence of relationships on children, and supports families in accessing resources.
COMPETENCY B:	Demonstrates knowledge of and respects family strengths and values.
COMPETENCY C:	Demonstrates ability to regularly communicate with and engage families.
COMPETENCY D:	Demonstrates knowledge of the value of partnering with families in the context of their community.
COMPETENCY E:	Demonstrates knowledge and application of laws and regulations that support families and children.

COMPETENCY STATEMENT A

Demonstrates knowledge of the influence of relationships on children, and supports families in accessing resources.

DEVELOPING

1.1 **Recognizes** various types of families and how members relate to one another.

1.2 **Identifies** credible resources that families can access.

1.3 **Describes** different parenting styles, and **supports** parents in their role as their children's primary teachers.

ACHIEVING

2.1 **Demonstrates** knowledge of family systems and their application in supporting parents as their children's primary teachers.

2.2 **Shares** information about child development and fostering positive relationships with families.

2.3 **Supports** families in addressing children's behavior, and **explains** how parenting styles affect behavior.

2.4 **Compiles** written lists of community agencies and organizations that families can access to strengthen relationships, and **helps** families to access them.

2.5 **Analyzes** children's behaviors as they relate to family stress, and helps parents to effectively reduce stress.

EXTENDING

3.1 **Educates** professionals and community members on the critical role families play in fostering children's development.

3.2 **Advocates** for societal changes that reduce stressors and improve family relationships.

COMPETENCY STATEMENT B

Demonstrates knowledge of and respects family strengths and values.

DEVELOPING

1.1 **Conveys** positive, accepting attitudes toward individuals from different backgrounds and cultures.

1.2 **Displays** sensitivity and responsiveness to all families.

1.3 **Provides** for the inclusion of diverse beliefs and values in the curriculum and learning environment, and **encourages** families to share interests, skills, culture, and traditions.

1.4 **Uses** communication strategies to build positive, respectful relationships between parents and staff.

1.5 **Uses** multiple means to communicate with families in their home language as well as the primary language of the program.

ACHIEVING

2.1 **Understands** and **uses** criteria for judging anti-bias content to inform selection of materials and books.

2.2 **Integrates** diverse family and community values and goals into the early learning and development program.

2.3 **Designs** a learning environment that reflects sensitivity to and acceptance of cultural diversity and family strengths.

2.4 Consistently **integrates** each child's culture into the program including the use of songs, language, pictures, materials, dance, and food.

2.5 **Arranges** and **offers** opportunities for family members to share their culture, family traditions and special skills, strengths, needs, and interests.

EXTENDING

3.1 **Develops** policies and practices that support and respect each child's home language, culture, and family composition.

3.2 **Designs** and **implements** professional development opportunities that ensure respect for all families.

3.3 **Evaluates** program sensitivity, acceptance, and effectiveness in addressing issues of cultural diversity and family strengths.

3.4 **Advocates** for the understanding and appreciation of cultural and individual variation in families.

COMPETENCY STATEMENT C

Demonstrates ability to regularly communicate with and engage families.

DEVELOPING

1.1 **Greets** parents and children, and **assists** during arrival and departure transitions.

1.2 **Invites** families to actively participate in family engagement activities.

1.3 **Distributes** or **shares** developmentally appropriate materials to extend learning at home.

1.4 **Describes** children's participation in the program and **addresses** parents' questions.

1.5 **Initiates** interactions that build cooperative, trusting relationships with families from diverse backgrounds.

1.6 **Considers** families' home language in all communications.

1.7 **Conducts** regularly scheduled parent conferences and home visits.

1.8 **Maintains** confidentiality in accordance with program, state, and federal requirements.

1.9 **Responds** in a timely manner to all parent requests.

ACHIEVING

2.1 **Communicates** effectively with parents from diverse backgrounds and different levels of education, and **provides** information in various languages.

2.2 **Uses** a variety of strategies (including regular written and verbal communication) to interact and exchange information with parents and to seek input about their children's participation.

2.3 **Offers** parents opportunities to meet and partner with staff to discuss their children's development and participation.

2.4 **Integrates** each child's culture into the program including the use of songs, language, pictures, materials, dance, and food.

COMPETENCY STATEMENT C (continued)

Demonstrates ability to regularly communicate with and engage families.

ACHIEVING

2.5 **Creates** and **maintains** regularly updated information in a parent resource area such as a bulletin board, library, or lounge area.

2.6 **Plans** and **conducts** parent meetings that utilize individuals from the community to present relevant topics.

2.7 **Provides** opportunities for formal and informal conversations with families through program activities before, during, and after program hours.

2.8 **Ensures** that all families have access to their children's early childhood educators and to family education, enrichment, and support offered by the program.

EXTENDING

3.1 **Designs** protocols and procedures with staff to engage families prior to their children's participation in the program and throughout the year.

3.2 **Assembles** and **provides** families with accessible resources and space through a lending library of educational toys, books, materials, and resources that improve the quality of family life and support children's development and learning.

3.3 **Provides** professional development opportunities to other professionals on family engagement strategies.

3.4 **Promotes** family and community engagement across programs and services.

3.5 **Designs** and **implements** family engagement opportunities and **garners** resources and support that respond to families' needs and interests.

3.6 **Educates** and **empowers** families to advocate for policies that support children.

3.7 **Synthesizes** information, **develops** proposals, and **advocates** for collaborative, comprehensive services for children and families.

3.8 **Establishes** a process for parents to review and provide feedback and input on program requirements, practices, policies, procedures, and activities annually.

COMPETENCY STATEMENT D

Demonstrates knowledge of the value of partnering with families in the context of their community.

DEVELOPING

1.1 **Recognizes** the need for establishing collaborative relationships with families and community agencies.

1.2 **Identifies** and **discusses** the role of parents and families, community agencies, and other professionals in fully meeting the needs of young children.

1.3 **Respects** parents and **acknowledges** the choices they make for their children.

1.4 **Initiates** interactions that build cooperative, trusting relationships with all families.

ACHIEVING

2.1 **Involves** families in assessing and planning for individual children, including children with disabilities, developmental delays, or diverse needs.

2.2 **Communicates** effectively with parents about curriculum and children's progress.

2.3 **Supports** parents in making decisions related to their child's development and to their parenting.

2.4 **Works** with community agencies to develop and maintain collaborative relationships.

EXTENDING

3.1 **Participates** and **takes** leadership in the local community collaborative.

3.2 **Develops** policies designed to facilitate collaborative relationships.

3.2 **Educates** others on the value of collaborating with parents, families, community agencies, educational institutions, and others.

3.3 **Educates** and **empowers** families to advocate for policies that support children.

3.4 **Synthesizes** information, **develops** proposals, and **advocates** for collaborative, comprehensive services for children and families.

COMPETENCY STATEMENT E

Demonstrates knowledge and application of laws and regulations that support families and children.

DEVELOPING

1.1 **Describes** key features of state regulations for licensing.

1.2 **Articulates** the basic premise of the Individuals with Disabilities Education Act (IDEA).

1.3 **Understands** children's and families' rights according to IDEA and other applicable laws.

ACHIEVING

2.1 **Supports** families in executing their rights under the IDEA to request an initial evaluation or to access services through early intervention or special education.

2.2 **Complies** with the intent of IDEA, parts B and C, to work in collaboration with families and other agencies to identify children with disabilities and provide services in the least restrictive environment.

2.3 **Assists** families in identifying concerns, resources, and priorities.

EXTENDING

3.1 **Supports** families in making transitions from part C to part B programs, or other programs, within 90 days of a child's third birthday.

3.2 **Advocates** with families regarding concerns, resources, and priorities.

3.3 Regularly **reviews and shares** knowledge of regulations and laws with early childhood educators.

PROFESSIONALISM COMPETENCY AREA

Professionalism is an intentional commitment to the early care and education profession. The concept of professionalism in the field embodies informed and ethical decision making, and reflection on daily practice with the goal of quality improvement. Competent early childhood educators adhere to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. They reflect on teaching and learning, and draw from multiple perspectives. They understand the early care and education profession and the importance of advocating for program quality and services to enhance professional status and working conditions for staff. They demonstrate a commitment to continuously expand knowledge and improve practice through ongoing professional activities in all competency areas. Professionalism benefits children, family, and community, and elevates the field.

7

PROFESSIONALISM

COMPETENCY STATEMENTS

COMPETENCY A:	Demonstrates professional behavior and adherence to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct.
COMPETENCY B:	Demonstrates a commitment to continuously improve knowledge and practices through ongoing engagement in professional organizations, professional development, and use of professional resources.
COMPETENCY C:	Demonstrates through actions, attitudes, language, and practices a personal philosophy of developmentally appropriate early care and education that supports inclusion and cultural/linguistic diversity.
COMPETENCY D:	Demonstrates ability to reflect on teaching and learning, and draw from multiple perspectives to inform decision making.
COMPETENCY E:	Demonstrates an understanding of the influence of past perspectives, current issues, research, and trends on thought and practice.
COMPETENCY F:	Demonstrates a commitment to advocate for improvement of program quality, services, professional status, compensation, and working conditions.

COMPETENCY STATEMENT A

Demonstrates professional behavior and adherence to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct.

DEVELOPING

1.1 **Understands** how the NAEYC Code of Ethical Conduct (NAEYC Code) guides professional practices in early learning and development settings.

1.2 Formally **agrees** to abide by the NAEYC Code.

1.3 **Participates** in training on the professional behaviors set forth in the NAEYC Code and **reflects** on their application.

ACHIEVING

2.1 **Provides** ongoing professional development to program staff on the NAEYC Code.

2.2 **Works** with program staff on how to apply the NAEYC Code to decision making, conflict resolution, and policy development.

2.3 **Applies** and **models** the professional behaviors set forth in the NAEYC Code to shape program practices and interactions with children, families, staff, and the community.

EXTENDING

3.1 **Develops** and **conducts** professional development and coaching on using the NAEYC Code to guide professional practices.

3.2 **Identifies** opportunities to present the NAEYC Code as an identifying feature of early childhood professional practice.

3.3 **Reflects** on the application of ethical practices at the program and community levels.

3.4 **Advocates** for the consistent application of the NAEYC Code to all services impacting young children and their families.

COMPETENCY STATEMENT B

Demonstrates a commitment to continuously improving knowledge and practices through ongoing engagement in professional organizations, professional development, and use of professional resources.

DEVELOPING

1.1 **Identifies** professional needs and goals using specific program guidelines and the companion CKCC *Reflection and Professional Development Tool*.

1.2 **Seeks** opportunities for professional growth through conferences, workshops, and courses.

1.3 **Reads** and **shares** professional resources with colleagues.

1.4 **Joins** a professional organization such as the Michigan Association for the Education of Young Children (MiAEYC).

ACHIEVING

2.1 **Identifies, reviews** and **discusses** articles and research presented in various professional journals.

2.2 **Maintains** membership in a professional organization and regularly **reads** journal articles, **attends** conferences, and/or **engages** in local or regional meetings.

2.3 **Applies** current research to practices.

2.4 Actively **participates** in creating and implementing a professional development plan to achieve goals.

2.5 **Communicates** best practice and **shares** relevant resources with families.

EXTENDING

3.1. **Designs** professional development based on current knowledge, research, and practices, and **shares** relevant research, resources, and practices with early childhood educators.

3.2 **Contributes** to the field by serving on a board or participating in a workgroup, authoring articles or presenting at conferences.

3.3 **Mentors** other professionals to increase active participation in professional organizations and to develop leadership skills.

3.4 **Advocates** for professional development and degree bearing programs that increase the knowledge and skills of early childhood educators.

3.5 **Advocates** for strong professional development systems.

COMPETENCY STATEMENT C

Demonstrates through actions, attitudes, language, and practices a personal philosophy of developmentally appropriate early care and education that supports inclusion and cultural/linguistic diversity.

DEVELOPING

1.1 **Understands** the importance of respecting individual and family diversity and **promotes** equal access to quality early care and education.

1.2 **Values** the impact that a diverse group of children and families bring to the early learning and development setting.

1.3 **Discusses** how staff can support inclusion through their actions, attitudes, language, and practices.

1.4 **Uses** person-first language.

ACHIEVING

2.1 **Facilitates** dialogue between staff and families to better understand the varied cultures and the diverse characteristics of those represented in the early learning and development setting.

2.2 **Reflects** with staff on how beliefs, values, and experiences can impact their interactions with all families.

2.3 **Promotes** program wide practices that support inclusion and honor cultural and language diversity.

2.4 **Models** person-first and culturally respectful language, and **uses** current terminology.

EXTENDING

3.1 **Researches** varied cultures and languages to promote full inclusion and respectful program practices.

3.2 **Evaluates** program policies and staff practices to ensure full inclusion and genuine regard for diversity.

3.3 **Advocates** for recognition, respect, and equity to meet the needs of all children and their families.

COMPETENCY STATEMENT D

Demonstrates ability to reflect on teaching and learning, and draw from multiple perspectives to inform decision making.

DEVELOPING

1.1 **Recognizes** the roles of supervisors and coaches in guiding program practices.

1.2 **Uses** appropriate protocols for communicating needs and concerns.

1.3 **Offers** input and feedback to supervisors to inform the decision making process.

1.4 **Reflects** on knowledge, interactions and practices with supervisor and/or coach.

1.5 **Seeks** input from a supervisor and/or colleagues to better understand professional actions and the rationale behind certain program directives or work-related decisions.

ACHIEVING

2.1 **Communicates** to staff how regulations, philosophy, ethics, and best practice influence the decision making process.

2.2 **Encourages** input and feedback from all program staff to inform decision making.

2.3 **Engages** in active reflection with staff to continuously improve program interactions and operations.

EXTENDING

3.1 **Participates in and/or facilitates** a professional network of reflective practice.

3.2 **Facilitates** community forums to solicit, review, and reflect on early care and education program policies and trends.

3.3 **Reviews** research and data on program quality, and **advocates** the use of this information to guide decisions related to programs, early childhood educators, and community stakeholders.

COMPETENCY STATEMENT E

Demonstrates an understanding of the influence of past perspectives, current issues, research, and trends on thought and practice.

DEVELOPING

1.1 **Understands** the evolutionary nature of early care and education from historical and political perspectives.

1.2 **Recognizes** the impact of policies and mandates on the profession.

ACHIEVING

2.1 **Seeks** information regarding trends and funding opportunities that impact and support the early childhood profession, and appropriately **shares** this information with staff and families.

2.2 **Integrates** current research into daily program practices and strategic planning.

EXTENDING

3.1 **Reviews** the latest policies and initiatives to determine their impact on the early childhood profession.

3.2 **Works** with community leaders to strategically plan for the integration of new knowledge and practices into existing perspectives and policies.

3.3 **Advocates** for practices that take into account historical perspectives of the field and **incorporates** new, valid, and effective methods of practice.

COMPETENCY STATEMENT F

Demonstrates a commitment to advocate for improvement of program quality, services, professional status, compensation, and working conditions.

DEVELOPING

1.1 **Identifies** as an early childhood educator and a member of the early childhood profession.

1.2 **Recognizes** the importance of speaking on behalf of young children and their families.

1.3 **Describes** the importance of quality programming on young children's development and learning, and its relationship to Michigan's Great Start to Quality.

1.4 **Acknowledges** the wide range of services and professions that may comprise early care and education.

1.5 **Understands** employment laws and policies, including compensation and working conditions, and their application to the early care and education workforce.

ACHIEVING

2.1 **Implements** high quality programming, fully **participates** in Great Start to Quality and **supports** additional relevant accreditations.

2.2 **Provides** staff, colleagues, families, and community members with information that demonstrates the impact of quality early care and education.

2.3 **Shares** information that strengthens the quality of services for children and families, and **supports** staff in pursuing career opportunities.

2.4 **Implements** policies that elevate the status, compensation, and working conditions of early childhood staff.

EXTENDING

3.1 **Engages** community members in identifying needs, and **works** collaboratively to fill gaps.

3.2 **Advocates** for funding, support, and acknowledgement of the unique needs of children and their families prior to formal school entry.

3.3 **Advocates** for improved professional status, compensation, and working conditions for the early care and education workforce.

3.4 **Mentors** other early childhood educators and **provides** information for advancing education and career options.

MANAGEMENT COMPETENCY AREA

Effective managers strive for program quality and efficacy. They demonstrate knowledge of organizational structure, philosophy, mission, and policies. They comply with licensing regulations and quality standards, and demonstrate leadership. Processes such as communications, team building, fiscal, and program management often require them to gain knowledge and skills in record keeping, marketing, technology, organizational theory, and program evaluation.

8

MANAGEMENT

COMPETENCY STATEMENTS

COMPETENCY A:	Demonstrates and applies knowledge of organizational structure to effectively implement philosophy, mission, policies, and procedures.
COMPETENCY B:	Demonstrates compliance and good standing with all licensing regulations, and works to achieve quality standards established by the profession.
COMPETENCY C:	Demonstrates effective communication, organization, record keeping, and use of technology to maintain program operational practices and promote high quality programming.
COMPETENCY D:	Demonstrates knowledge and application of financial planning and management.
COMPETENCY E:	Demonstrates leadership in program management.
COMPETENCY F:	Demonstrates systematic use of program evaluation to support continuous improvement.

COMPETENCY STATEMENT A

Demonstrates and applies knowledge of organizational structure to effectively implement philosophy, mission, policies, and procedures.

DEVELOPING

1.1 **Attends** orientation and **gains** knowledge of the organization, its principles, policies, and procedures.

1.2 **Participates** in on-going professional development and **provides** input about policies and procedures.

1.3 **Recognizes** the need for and **follows** program policies and procedures, and **seeks** answers when unclear.

1.4 **Behaves** in a professional manner consistent with the program's philosophy, mission, policies, procedures, and NAEYC's Code of Ethical Conduct.

ACHIEVING

2.1 **Develops** written philosophy, policies, and procedures.

2.2 **Distributes** and **discusses** the program's philosophy, policies, and procedures with staff, families, and stakeholders.

2.3 **Trains** staff on program policies and procedures.

2.4 **Assesses, reviews,** and **modifies** all policies, and procedures to meet, maintain, or exceed regulations and quality standards.

EXTENDING

3.1 **Utilizes** knowledge of licensing, quality standards, and best practice to inform the program's policies, and procedures to develop and improve the organization.

3.2 **Evaluates** annually the policies and procedures of the organization, and **revisits** the program's philosophy, goals, and mission.

3.3 **Uses** internal controls and record keeping data to reflect on efficiency and implementation of policies and procedures.

3.4 **Designs** ongoing professional development to achieve organizational goals, and **develops** strategies for communicating with staff, families and stakeholders.

3.5 **Advocates** for policies and practices that improve the quality of programming for all children and families.

COMPETENCY STATEMENT B

Demonstrates compliance and good standing with all licensing regulations, and works to achieve quality standards established by the profession.

DEVELOPING

1.1 **Understands** and **complies** with all local and state regulations, and program requirements.

1.2 **Acknowledges** and **meets** professional and quality program standards.

1.3 **Identifies** and **communicates** program standards, components, and service delivery models that support the implementation of quality standards (e.g., NAEYC accreditation, Michigan's Great Start to Quality).

ACHIEVING

2.1 **Complies** with and **monitors** all regulations, **designs** action plans, and **identifies** key resources to support the implementation of quality standards.

2.2 **Provides** professional development and information to ensure compliance and movement towards quality standards.

2.3 **Supports** staff in the development of individual or group quality improvement plans.

EXTENDING

3.1 **Uses** regulations, quality standards, and/or accreditation data to evaluate the program and to establish measurable goals.

3.2 **Advocates** across early learning and development programs for quality improvement standards, funds, and resources.

3.3 **Articulates** the impact of program quality on student outcomes to staff, families, and the community.

3.4 **Critiques** and **provides** testimony on regulatory mandates and quality improvement initiatives.

COMPETENCY STATEMENT C

Demonstrates effective communication, organization, record keeping, and use of technology to maintain program operational practices and promote high quality programming.

DEVELOPING

1.1 **Adheres** to program policies and procedures to maintain established operational practices.

1.2 **Completes** and **maintains** child and program records, such as daily medication logs, daily individual infant and toddler records (including food intake, sleeping patterns, elimination patterns, developmental milestones, and changes in the child's usual behaviors), and accident reports.

1.3 **Communicates** relevant information to parents as appropriate.

ACHIEVING

2.1 **Develops** and **adapts** record keeping forms to document and record compliance with all licensing and quality standards.

2.2 **Offers** professional development, regular planning time, and opportunities to reflect on data to inform practice.

2.3 **Plans, schedules,** and **monitors** efficient use of facilities and shared spaces.

2.4 **Reviews** and **maintains** child, family, and staff records, and **ensures** confidentiality.

2.5 **Utilizes** data to effectively manage resources.

2.6 **Communicates** to staff and parents any program changes that influence daily operations or practices.

2.7 **Hires** staff in accordance with job descriptions and salary scales.

EXTENDING

3.1 **Provides** staff and parents with time for parent contacts including home visits and conferences.

3.2 **Develops** job descriptions, and annually **provides** employees with a performance review based on job descriptions.

3.3 **Evaluates** record keeping processes, forms, and protocols.

3.4 **Develops** a plan to maintain quality programming and ratios, and **identifies** the resources needed to support and enhance practice.

3.5 **Assesses** progress through supervision and analysis of quality improvement plans.

3.6 **Mentors, coaches,** and **trains** others in effective record keeping systems to support efficient program operations.

3.7 **Analyzes** and **revises** organizational structures, job descriptions, personnel policies, and salary

COMPETENCY STATEMENT D

Demonstrates knowledge and application of financial planning and management.

DEVELOPING

1.1 **Understands** established recording and accounting measures to conduct the program's financial transactions.

1.2 **Complies** with record keeping guidelines, as appropriate (e.g., CACFP).

1.3 **Maintains** accurate attendance records and **informs** the administration of extended absences.

ACHIEVING

2.1 **Establishes** and **communicates** processes and procedures for recording and conducting all financial transactions.

2.2 **Consults** with a fiscal manager to establish sound fiscal practices and **informs** all staff accordingly.

2.3 **Establishes** a budget to deliver program services based on projected revenue and expenditures that is consistent with state licensing requirements and quality standards.

2.4 **Identifies** and **obtains** fiscal supports for programs such as CACFP, early learning scholarships, subsidized care, and grants.

2.5 Regularly **reviews** fiscal records and the program budget, and **uses** knowledge of projected and actual revenues and expenses to predict cash flow and to ensure program quality.

EXTENDING

3.1 **Establishes** salary scales and **shares** benefit packages with all employees.

3.2 Systematically **assesses** the program's financial status and **uses** this information to make sound financial decisions.

3.3 **Advocates** for funds to improve program quality and **accesses** additional resources to improve facilities, programs, and wage increases and benefits for qualified staff.

3.4 **Articulates** to policy makers the cost of staff and program quality improvements.

3.5 **Consults** regularly with business manager to verify and improve fiscal practices.

3.6 **Researches** and **obtains** private and public funding for the program.

3.7 **Solicits** grant funds to strengthen or enhance the program's resources and services.

COMPETENCY STATEMENT E

Demonstrates leadership in program management.

DEVELOPING

1.1 **Understands** the contribution of each staff member to the quality of the early learning and development setting.

1.2 **Builds** relationships with colleagues and **works** as a team member to ensure program quality.

1.3 **Follows** established protocols for communicating with others both orally and in writing.

1.4 **Offers** ideas and suggestions to assist the program in determining professional development needs.

1.5 **Works** with a mentor to establish and achieve professional goals.

ACHIEVING

2.1 **Observes** staff and **uses** reflective practices to discuss observations, identify needs, and set professional development goals.

2.2 **Meets** regularly with all staff to evaluate their work based on job descriptions, expectations, and established policies and procedures.

2.3 **Supports** staff in developing and implementing professional development plans.

2.4 **Facilitates** team building and **mediates** staff conflicts and concerns to resolution.

EXTENDING

3.1 **Designs** and **implements** an ongoing program wide system of evaluation.

3.2 **Informs** staff of the rationale for program changes based on a model of continuous improvement.

3.3 **Shares** and **facilitates** staff reflection on the results of program evaluation and **uses** the data to develop program goals.

3.4 **Articulates** to stakeholders the competencies early childhood educators must possess to provide high quality care and education.

3.5 **Evaluates** job satisfaction to improve program management and staff development.

3.6 **Educates** and **coaches** early care and education staff about research-based program operation and management practices.

3.7 **Investigates** opportunities and **provides** support for staff to attain higher degrees and/or advanced certification status.

COMPETENCY STATEMENT F

Demonstrates systematic use of program evaluation to support continuous improvement.

DEVELOPING

1.1 **Participates** in regular performance reviews.

1.2 **Offers** input on the evaluation of services.

ACHIEVING

2.1 **Identifies** a process for regularly conducting observations and evaluations of staff and services.

2.2 **Gathers** job and program specific data from multiple perspectives including parents, staff, and community members and **seeks** their participation on advisory boards/councils.

2.3 **Reviews** evaluation data to inform program planning and staff development.

2.4 **Provides** all stakeholders access to program evaluation results.

EXTENDING

3.1 **Shares** program evaluation data with the community and colleagues.

3.2 **Analyzes** program data and **identifies** trends to ensure continuous improvement.

3.3 **Compares** and **contrasts** program evaluation data with other programs to better understand the efficacy of using different service delivery approaches.

3.4 **Teaches** early childhood educators the process by which evaluation occurs and how it is used to support quality improvement.

GLOSSARY

for MICHIGAN'S CORE KNOWLEDGE AND CORE COMPETENCIES FOR THE EARLY CARE AND EDUCATION WORKFORCE

TERM	DEFINITION
Accommodations/Adaptations	Accommodations or adaptations sometimes referred to as modifications are made to the physical environment, materials, or learning process and/or procedures to support children with diverse learning needs in accessing the curriculum regardless of their abilities. Such accommodations assist all children in participating in the curriculum and services with their peers.
Advocacy	The act of influencing public policies and practices so that they are more responsive to issues affecting a large number of children. Advocacy takes place at various levels (school, local, state, and federal) where policy makers and agencies call attention to problems and propose solutions.
Aesthetic Development	Growth in the ability to be appreciative and sensitive to the arts gained through participation and/or exposure.
Americans With Disabilities Act (ADA)	Federal law that prohibits public accommodations, including early childhood programs, from discriminating against anyone who is disabled.
Anti-bias	Activist approach to valuing diversity and promoting equity by teaching children to accept, respect, and celebrate diversity as it relates to such things as: gender, race, culture, language, and ability.
Approaches to Learning	A term covering a range of attitudes, habits and learning styles. It reflects the dynamics of learning how to learn on one's own and in the company of others. It is the relationship between thinking, learning and acting; and it is the interaction between the learner and the environment. It includes two subdomains, *Habits of Mind* and *Social Dispositions*. Source: *Early Childhood Standards of Quality for Prekindergarten,* Michigan State Board of Education.
Assessment	A systematic procedure for obtaining information from observations, interviews, portfolios, projects, tests, and other sources that can be used to make judgements about characteristics of children or their programs. Source: *Early Childhood Standards of Quality for Prekindergarten,* Michigan State Board of Education
Attitude	Personal characteristics that influence how one feels, believes, and interacts with others and their environment often rooted in social-emotional, spiritual, and cognitive background and experiences.
Child and Adult Care Food Program (CACFP)	A federally funded program that provides financial and technical assistance to child and adult care institutions and family or group child care homes for the provision of nutritious foods that contribute to the wellness, healthy growth, and development of young children and adults.
Child-initiated	Experiences chosen and directed by children including engaging in play or learning with peers and/or responsive adults.
Coaching	A relationship-based process led by an expert with specialized and adult-learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting and achievement for an individual or group. Source: *National Association for the Education of Young Children.*
Code of Ethical Conduct	A set of guidelines for responsible behaviors created by the National Association for the Education of Young Children to guide decision making and practices in early childhood care and education.

TERM	DEFINITION
Cognitive Development	The development of intelligence, conscious thought, and problem-solving abilities that begin at birth. Jean Piaget, Lev Vygotsky, Howard Gardner and others developed theories articulating how cognition develops across the lifespan.
Community Resources	Human and organizational resources within the community such as extended family, friends, social workers, health care providers, schools, libraries, social service, and government agencies.
Conflict Resolution	A dialogue in which children discuss and resolve a dispute with the help of an adult or child mediator.
Construction of Knowledge	The process of assisting children in developing a higher understanding of concepts, language, and relationships through active exploration and scaffolding.
Consultation	A collaborative, problem-solving process between an external consultant with specific expertise and adult-learning knowledge and skills, and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern–a program, organizational, staff, or child/family-related issue–or addresses a specific topic. Source: *National Association for the Education of Young Children*
Critical Thinking	The mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or draw a conclusion.
Curriculum	A written plan that describes the goals for children's learning and development, and the learning experiences, materials, and teaching strategies that are used to help children achieve those goals. Source: *Effective Practices in Early Childhood Education: Building a Foundation, 2nd edition*, by Sue Bredekamp.
Developmental Delays	A classification for children with or without established diagnosis that perform significantly behind developmental norms.
Developmental Domain	Areas of development including: cognitive, physical, social, emotional, language, and aesthetic development.
Developmentally Appropriate Practice	Respectful and inclusive program practices that address children's development and learning based on three important kinds of information and knowledge of: 1. age-related human characteristics; 2. individual strengths, interests and needs; and 3. the social and cultural contexts in which children live.
Disability	A disadvantage that is imposed on an individual that impacts physical or mental development or limits movement, senses, activities, or learning.
Discourse	Expressing opinions, ideas, and values in a climate that promotes effective listening, speaking, and responsive interactions.
Disposition	A prevailing tendency, mood or inclination; a temperamental makeup; and the tendency to act in a certain manner under given circumstances. Both children and adults have dispositions that impact their behavior and learning.
Documentation	Qualitative and quantitative data used to assess and monitor children's development and learning, and program outcomes.
Dual Language Learners (DLL)	Children who are dual language learners are learning both English and a home language other than English.

TERM	DEFINITION
Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-IT)	Michigan's ECSQ-IT define five strands detailing outcomes for the development and learning of infants and toddlers, and standards for high quality programming.
Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)	Michigan's ECSQ-PK define standards for high quality programming and expectations for early learning for three and four year-olds.
Early Childhood Educators	Individuals who provide care and education for children from birth to age five.
Early Learning Expectations	Outcome statements that describe age appropriate skills, knowledge and dispositions across the development and learning domains.
Early Literacy	Young children's development of concepts related to phonological and print awareness. These skills and early behaviors precede the development of reading and conventional writing.
Emotional Development	The core features of emotional development include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expressions in a constructive manner, to regulate one's own behavior, to develop empathy for others, and to establish and maintain relationships. Source: National Scientific Council on the Developing Child (Winter 2004) "Children's Emotional Development Is Built into the Architecture of Their Brains," Working Paper No. 2.
Encouragement	Feedback provided to a group or individuals that acknowledges, recognizes, or encourages progress and effort.
Environmental Influences	The people, procedures, habits, routines of family and community life that impact a child's development (e.g., socio-economic status, healthy diet, nurturing relationships, and access to health care).
Evaluation	Systematically gathering information about children, programs, schools, and/or educators to inform decision making and/or monitor growth or achievement of established goals.
Evidence-based Practice	Educational practices or interventions that are backed by strong evidence of their effectiveness as demonstrated by scientifically-based research.
Expressive Language	The ability to put thoughts, feelings, and actions into words to express oneself through spoken or sign language.
Family Centered	Practices that recognize families as equal partners and collaborators in young children's early care and education.
Family Collaboration/Partnership	A partnership that offers opportunities for families to plan and participate in all stages of program development and implementation and to expand their knowledge of child development, increase parenting skills, or extend children's learning at home or in their community.

TERM	DEFINITION
Family Strengths	Characteristics that contribute to a family's satisfaction and its perceived success such as: rituals, traditions, respect, commitment, strong value system, effective crisis management, etc.
Feedback Loop	A system of back-and-forth exchanges between adults and children, including follow-up questions, that allow for self-correction and adjustments.
Great Start Readiness Program	(GSRP) A state grant awarded to Intermediate School Districts to offer high quality, center-based preschool programs for high needs four-year-old children that requires strong family engagement and parent education components as well as preschool education.
Great Start to Quality	Michigan's Quality Rating and Improvement System (QRIS).
Guidance	Modeling or encouraging appropriate behaviors, redirecting children to acceptable activities, setting clear limits, and helping children to develop and maintain relationships with others.
Habits of Mind	A cluster of traits that reflect thoughtful, individual approaches to learning, acting, creating, and problem-solving. Source: *Early Childhood Standards of Quality for Prekindergarten*, Michigan State Board of Education
Head Start/Early Head Start	A federally funded comprehensive child development program serving children from 0-5 years of age, pregnant women, and their families that aims to increase the school readiness of young children in low-income families.
Higher Order Thinking Skills	Critical, logical, reflective, metacognitive, and creative thinking activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas.
IDEA Parts B & C	Individuals with Disabilities Education Act (IDEA): a federal program that provides funding to states to support the planning of service systems and the delivery of services, including evaluation and assessment, for young children who have or are at risk of developmental delays/disabilities. Funds are provided through the Infant and Toddler Program (known as *Early On*® in Michigan) for services to children birth through two years of age, and through Early Childhood Special Education (Part B-Section 619 of IDEA) for services to children ages three through five years.
Inclusion	The practice of including all children in regular early learning and development programs regardless of their abilities.
Individualized Education Program (IEP)	A plan that outlines the services a student with a disability will receive; identifies who will provide the service; and articulates the educational goals for the student established by a team including the child's family and other professionals.
Individualized Family Service Plan (IFSP)	The written document specified in the Individuals with Disabilities Education Act (IDEA) to guide the implementation of early intervention services for children from birth to age three and their families developed through collaborative interchanges between families and the professionals involved in assessment and service delivery.

TERM	DEFINITION
Inquiry	The process of using questions, hypothesizing, exploration, and investigation to promote knowledge or gain new information. Both children and adults benefit from inquiry as they expand their knowledge and skill in search of new information.
Integrated Approach	An approach to planning and implementing learning activities organized to include a variety of experiences across content areas that cover the breadth and depth of learning around a focal point.
Integrated Learning Experiences	Intentional learning experiences that are inclusive of all content areas and domains of learning including: language, literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement to help children construct knowledge and foster development.
Intentional Teaching	Selecting teaching goals, strategies and experiences that best promote children's thinking skills and development; having a purpose for the decisions made and the ability to explain those decisions to others.
Intervention (Early)	A system of coordinated services for children with disabilities and/or at-risk for developmental delays which promotes and enhances growth and development and supports families during the critical early years, birth to age 3.
Language Acquisition	The process of developing the five interrelated aspects of language knowledge — phonetic, semantic, syntactic, morphemic, and pragmatic— that contribute to the ability to communicate through receptive and expressive language.
Language Development	The ability to understand that words and symbols provide a means for communicating thoughts and ideas to others through systems of oral and written communication.
Language Mapping	A method of developing children's thinking skills by directly connecting language to action.
Learning Environment	The physical environment in which learning occurs, including interactions; relationships; climate; feedback; instructional practices; how the learning area is set up to define space, materials, and equipment; and how the daily schedule (temporal environment) is planned to provide children time to fully engage in learning experiences.
Learning	A change in knowledge or skill that results from experience or instruction. Source: *Effective Practices in Early Childhood Education: Building a Foundation, 2nd edition*, by Sue Bredekamp.
Learning Styles	Personal preferences that affect how one approaches the process of learning as well as preferences for the modalities used to engage in learning.
Least Restrictive	The inclusion of children with disabilities in learning and development facilities alongside their peers in natural environments within the community whenever possible to avoid the need for separate programing.
Mandated Reporter	The Michigan Child Protection Law, 1975 PA 238, MCL 722.621 et. seq., requires the reporting of child abuse and neglect by certain persons (called mandated reporters) and permits the reporting of child abuse and neglect by all persons. The Child Protection Law includes the legal requirements for reporting, investigating, and responding to child abuse and neglect.

TERM	DEFINITION
Mentoring	A relationship-based process between colleagues in similar professional roles, with a more experienced individual with adult-learning knowledge and skills, the mentor, providing guidance and example to the less experienced protege, or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness. Source: *National Association for the Education of Young Children.*
Michigan Reflection and Professional Development Tool	Companion to the *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce* document which allows early childhood educators to conduct a self-assessment and to develop an individualized professional development plan.
Multiple Modes of Intelligence	A theory of intelligence based on Howard Gardner's work that describes multiple ways of acquiring knowledge to solve problems and to generate or explore new problems through various modalities and strengths including logical-mathematical, spatial, linguistic, bodily kinesthetic, musical, interpersonal, intrapersonal, naturalistic and existential intelligence.
Multiple Modalities	Using a variety of modalities and materials including auditory, visual, and movement to effectively interest and engage learners.
NAEYC	National Association for the Education of Young Children, the largest membership organization for early childhood professionals working with or on behalf of children from birth through age 8.
Participatory Leadership	Management that addresses the relationship between the organization and its worker and stakeholders through issues of governance within the organization by providing employees and external stakeholders and users of services decision making power and processes over the organization with a defined structure.
Person-first Language	Using a sentence structure that names the person-first and the condition second emphasizing the individual rather than the diagnosis.
Philosophy	A written vision of an organization's mission that describes the goals and methods or theoretical framework for services.
Physical Development	The body of knowledge focused on the sequence and process of developing body awareness and increased control over physical movements. Physical development evolves from the inside-out and from top to bottom. For example, we gain control of our arms before hands and fingers and control of our head muscles long before learning to control our legs.
Professional Development	A continuum of learning and support activities including education, training and technical assistance designed to prepare individuals to work with and on behalf of young children and their families and ongoing experiences to enhance this work. Source: *National Association for the Education of Young Children.*

TERM	DEFINITION
Program Standard	Widely-accepted expectations and best practice for program quality or early learning established for use across program settings in homes, centers, and schools. Standards typically address environments, administration, staffing, curriculum, relationships, family engagement, safety, and health.
Progress Monitoring	Formal and informal assessments, that occur within the context of children's participation in the program designed to inform instruction and measure growth between established intervals of time.
Protective Services	In Michigan, Protective Services refers to the Department of Human Services (DHS) Children's Protective Services Department. All reports of suspected child abuse and neglect are reported through this agency.
Public Playground Safety Handbook	Playground rules and regulations for all public playgrounds.
Quality Rating and Improvement System (QRIS)	QRIS is part of a nation-wide conversation around what defines quality early childhood programs in an attempt to identify the essential elements needed for a well-financed, high quality early childhood system in individual states and throughout the country.
Receptive Language	The process of taking in language through the sense of hearing or sign and making meaning from what is communicated.
Reflective Practices	Critical analysis from multiple perspectives of one's own experiences, both past and present, in order to learn and grow and make informed decisions.
Research-based Practices	Practices, strategies, and curriculum that have been rigorously examined and researched to demonstrate effectiveness in achieving desired outcomes.
Scaffolding	A teaching strategy that strives to assist children in reaching beyond competence levels in any area often linked to increases in executive functioning, vocabulary growth, reading comprehension, and literacy skills. To scaffold, early childhood educators must be able to identify a child's current understanding of a concept and seek to raise that level of understanding by adapting instruction based on knowledge of the child's current thinking or experiences.
Screening	A brief, relatively inexpensive, standardized procedure designed to quickly appraise a large number of children to determine who should be referred for further assessment.
Self-concept	The thoughts and feelings that an individual has at any point in time about who, he/she is in the context of self, family, and community.
Self-regulation	A set of internal skills individuals use to manage their own choices and actions rather than being publicly regulated by other people.
Social Dispositions	A cluster of selected positive behaviors that have value in society and allow children to participate and interact more effectively with others. Source: *Early Childhood Standards of Quality for Prekindergarten,* Michigan State Board of Education.
Social Justice	A socially just society based on the principles of equality and solidarity that both understands and values human rights, and recognizes the dignity of every human being.
Special Abilities	Children who have diverse needs due to abilities above or below the norm.

TERM	DEFINITION
Special Needs	The special or unique, out of the ordinary concerns created by one's medical, physical, mental, or developmental condition or disability. Additional services are usually needed to help in one or more of the following areas: thinking, communication, movement, getting along with others, and taking care of self. Source: The Center for Improvement of Child Caring.
Staff	Any person who has a role in the operation of the program. Source: *Early Childhood Standards of Quality for Prekindergarten,* Michigan State Board of Education.
Standardized Assessment Tool	A testing instrument (norm-referenced or criterion-referenced) that is administered, scored, and interpreted in a standard manner.
Standard Precautions	An approach to infection control wherein all bodily fluids are treated as if they are infectious and proper precautions are taken to avoid contaminations, such as wearing latex gloves, whenever there is a chance of contact with bodily fluids. Also called *Universal Health Precautions*.
Strands	Holistic groupings of reasonable outcomes for the learning and development of very young children. Source: *Early Childhood Standards of Quality for Infant and Toddler Programs,* Michigan State Board of Education.
Subsidized Care	Program(s) to assist eligible families in paying the cost of child care services.
Technology	The range of interactive media, software programs, applications, broadcasts, and platforms used to facilitate active and creative learning or social engagement between children and adults.
Temperament	The nine traits (activity level, distractibility, intensity, regularity, sensory threshold, approach/withdrawal, adaptability, persistence, and mood) that make up an individual's profile linked to the origin of the human personality.
Temporal Climate	The timing of early learning activities across and throughout the day.
Training	A learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program. Source: *National Association for the Education of Young Children.*
Universal Design for Learning (UDL)	A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone not a single user. From: The National Center on Universal Design for Learning.
ZA Endorsement	Endorsement applied to Elementary Provisional/Professional certificate, OR Secondary Provisional/Professional certificate in combination with a special education endorsement, after completing a program approved to prepare teachers of early childhood (general education). Preparation programs for the ZA endorsement are no longer available.
ZS Endorsement	Endorsement applied to Elementary Provisional/Professional certificate, OR Secondary Provisional/Professional certificate in combination with a special education endorsement, after completing a program approved to prepare teachers of early childhood (general and special education).

THE CKCC DOCUMENT ALIGNMENT FOR EARLY CHILDHOOD EDUCATORS: INTRODUCTION TO CODES

The CKCC Document Alignment for Early Childhood Educators, presented on the following pages, uses wheels to illustrate the dynamic relationships among the CKCC Competency Areas and other key documents including Early Learning Guidelines, Program Standards, Regulations and Michigan's Quality Rating and Improvement System. The bolded codes below reference specific sections in each set of documents that align to each CKCC Competency Area. Note that the codes are referenced in individual wheels to help you see the connections between and among documents. Use these documents as resources for planning professional development, for establishing a career path or for continuous improvement.

EARLY LEARNING:

ECSQ-PK/ELE – Michigan State Board of Education (2013) Attachment A: Early Learning Expectations for Three-and-Four-Year Old Children, Early Childhood Standards of Quality for Prekindergarten.

ECSQ-IT/LS – Michigan State Board of Education (2013) Attachment A: Early Development and Learning Strands for Infants and Toddlers, Early Childhood Standards of Quality for Infant and Toddler Programs.

CDSELF-HS – U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start (2010) Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old.

PROGRAM STANDARDS:

ECSQ-PK – Michigan State Board of Education (2005) Early Childhood Standards of Quality for Prekindergarten.

ECSQ-IT – Michigan State Board of Education (2006) Early Childhood Standards of Quality for Infant and Toddler Programs.

HS-PPS – Head Start Program Performance Standards (2009) 45 CFR Chapter XIII.

REGULATIONS:

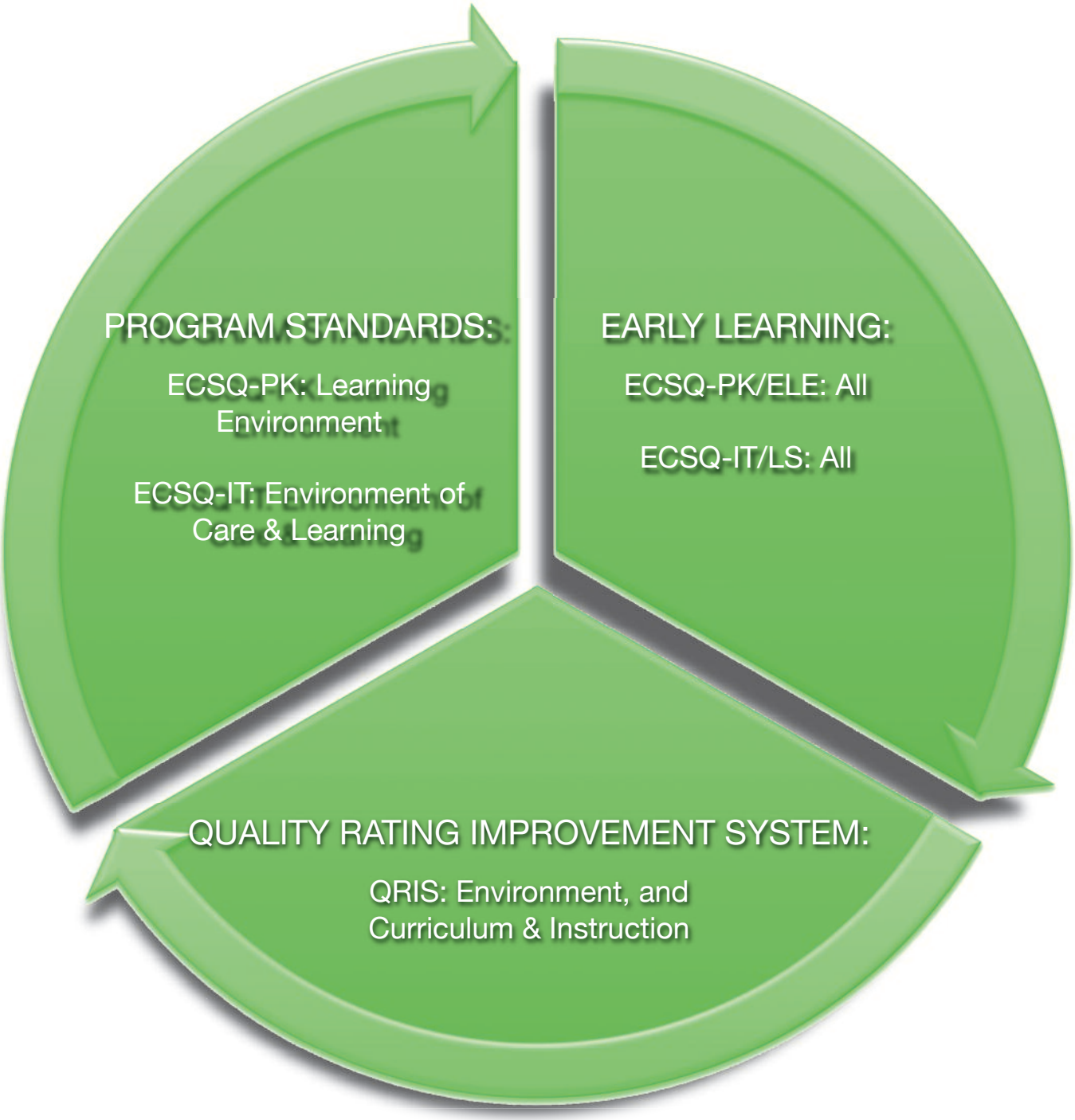
BCAL-CCC — State of Michigan Department of Human Services Bureau of Children and Adult Licensing (2008), Licensing Rules for Child Care Centers.

BCAL-FCC – State of Michigan Department of Human Services Bureau of Children and Adult Licensing (2009), Licensing Rules for Family and Group Child Care Homes.

QUALITY RATING AND IMPROVEMENT SYSTEM:

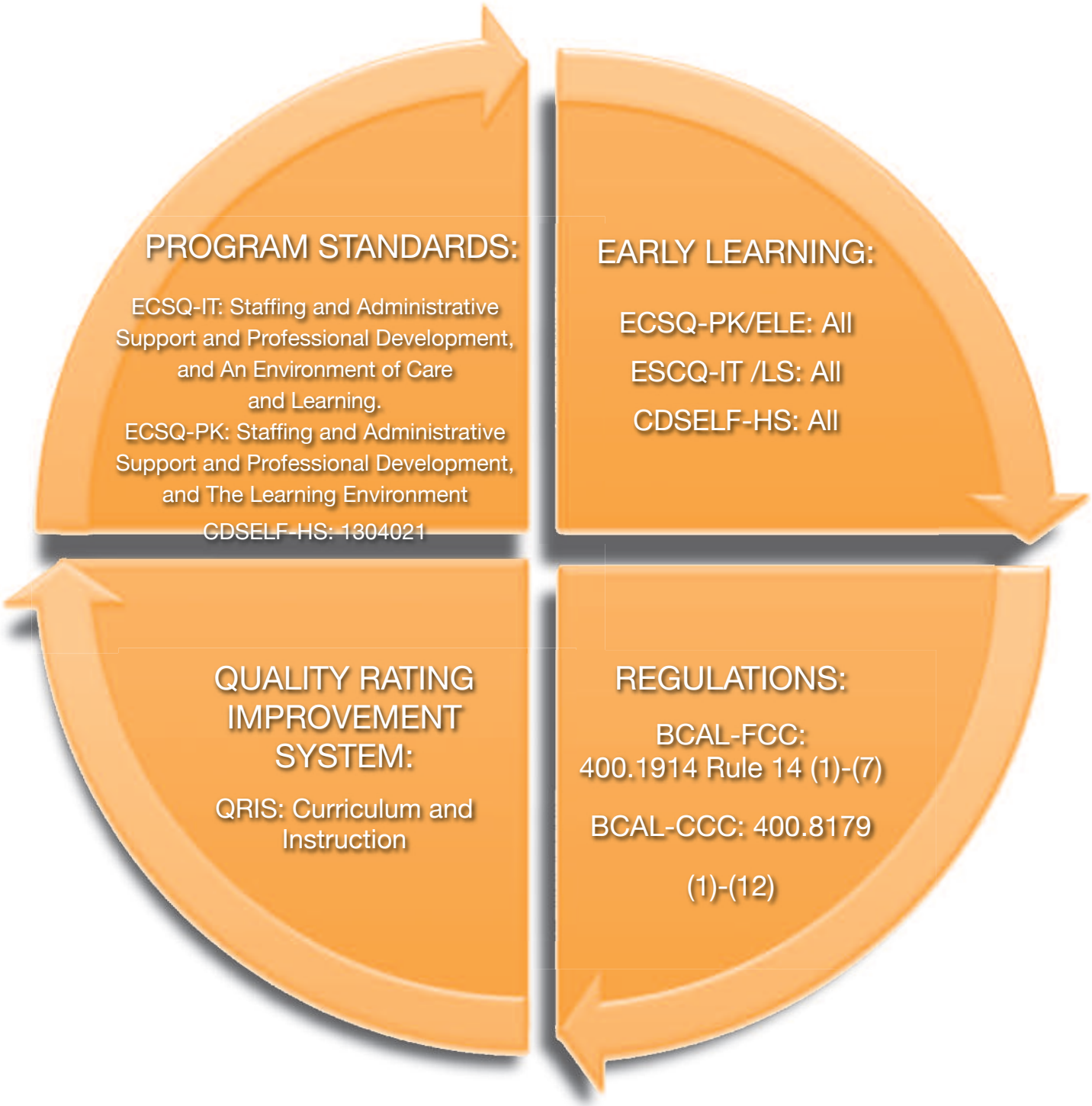
QRIS – Great Start to Quality Standards and Points (2013).

CHILD DEVELOPMENT (CD)



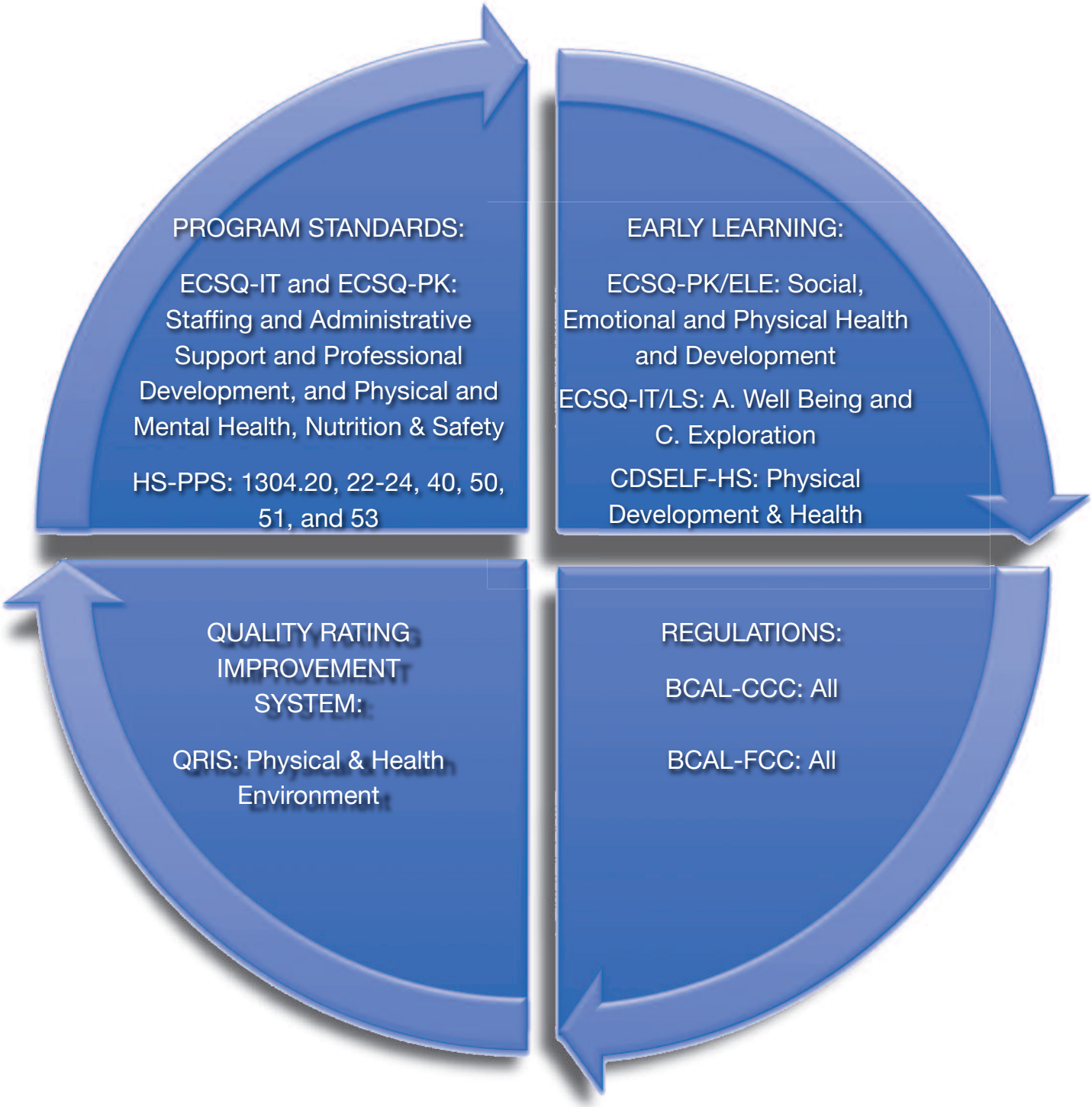
INTERACTIONS AND GUIDANCE (I)

TEACHING (T) AND LEARNING (L)

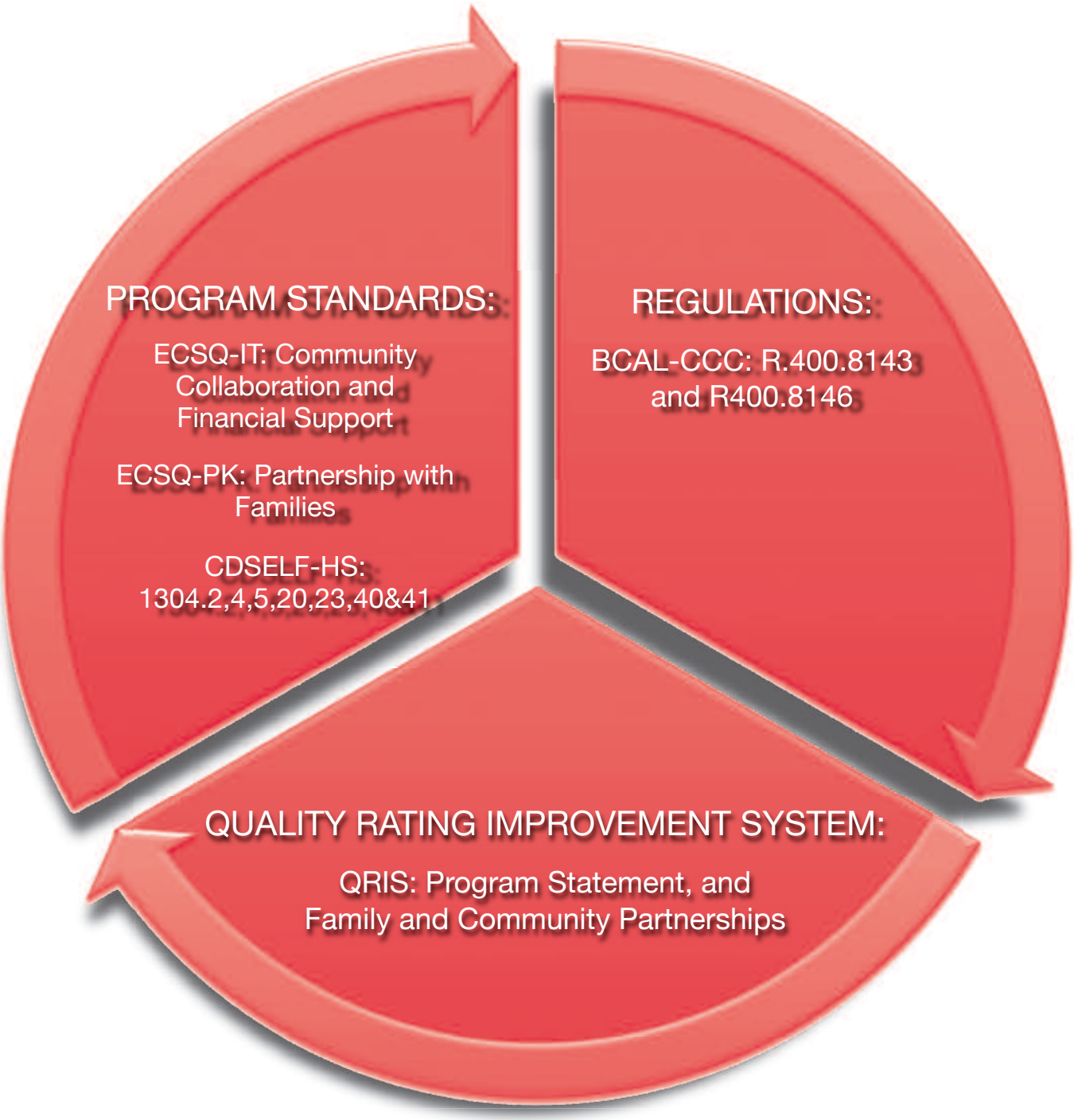


OBSERVATION, DOCUMENTATION AND ASSESSMENT (ODA)

HEALTH, SAFETY AND NUTRITION (HSN)



FAMILY AND COMMUNITY ENGAGEMENT (FCE)



PROFESSIONALISM (P)

MANAGEMENT (M)