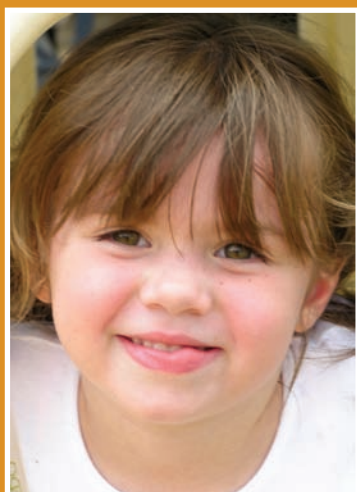


DELAWARE COMPETENCIES for EARLY CHILDHOOD PROFESSIONALS



INTRODUCTION

Delaware Department of Education in collaboration with Delaware Higher Education and the Delaware early childhood community have developed these competencies as standards for the knowledge and skills expected of those professionals responsible for the care and education of young children in group programs.

Purpose: To establish a set of core knowledge and competencies as standards for professionals working in early childhood programs in Delaware.

These knowledge and competencies were developed in keeping with the following assumptions:

- Competent, well-trained professionals are the key to providing quality early childhood programs
- Competencies can be used to establish standards for employment and job performance
- There are a set of personal characteristics and attributes that support effective job performance in early care and education
- Competencies should be considered emergent; developing over time with experience
- Competencies are cumulative and create a continuum for professional development

Knowledge and competencies may be used:

- To design appropriate training and education
- For personal assessment of professional growth and planning for professional development
- As a tool for career advisement
- To plan for staff development
- To develop job descriptions
- To assess job performance
- As a piece of the process for issuing credentials, certificates, or licenses

Each content area is organized to include:

- A general statement that establishes the significance of the content area to the early childhood field
 - Required knowledge related to the content area
 - Competencies for any given position incorporate all the competencies of previous positions
 - Required competencies related to the content area, outlined by levels of job responsibilities:
 - Level 1: Assists in the implementation of curriculum; includes Early Childhood Intern, Early Childhood Assistant Teacher, Family Child Care Level I Licensee & Large Family Child Care Assistant
 - Level 2: Implements curriculum for a group of children; includes Early Childhood Teacher, Family Child Care Level II Licensee & Large Family Child Care Provider
 - Level 3: Designs and develops curriculum; includes Early Childhood Curriculum Coordinator
 - Level 4: Manages and leads the program; includes Early Childhood Administrator
- *Note: Large Family Child Care and Family Child Care Licensees will need to demonstrate competency in some of the Level 4 skills

ATTRIBUTES AND CHARACTERISTICS OF EFFECTIVE EARLY CHILDHOOD PROFESSIONALS

- ❖ Exhibits stable and responsible work habits
- ❖ Accepts challenges and learns from mistakes
- ❖ Expects continuous change
- ❖ Takes time for regular reflection and self-examination
- ❖ Works cooperatively with co-workers in a team effort
- ❖ Demonstrates unconditional caring, warmth and respect for each child's uniqueness
- ❖ Serves as a model for children through their own conduct
- ❖ Exhibits the ability to be delighted and curious about children
- ❖ Displays imagination and creativity
- ❖ Employs humor and patience
- ❖ Communicates effectively with each child, both verbally and non-verbally
- ❖ Communicates effectively with adults
- ❖ Shows respect for the diversity of families, children and co-workers
- ❖ Exhibits ability to empathize with others

DELAWARE CORE KNOWLEDGE
AND COMPETENCIES
FOR
EARLY CHILDHOOD PROFESSIONALS

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CHILD DEVELOPMENT AND LEARNING

CONTENT AREA STATEMENT: An understanding of how young children develop and learn is at the very core of the early childhood professional's knowledge base. All further training and education builds on this foundation. Each professional is expected to draw on this knowledge to create environments and to interact with children in ways that support their development and learning.

KNOWLEDGE: Early childhood professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Major theories of child development
- Typical stages of development for children birth through age 8, developmental milestones in each of the domains, and the interrelatedness of those domains; physical, cognitive, language, social, and emotional
- Individual variability in development and learning
- Contextual influences on children's development
- Communication and partnerships with families to support children's development and learning
- Role of adult-child relationships and interactions in supporting children's development and learning
- Play as the context for children's learning
- Formal and informal practices and procedures for assessing children's development and learning
- Implications of child development for planning environments, curriculum, and activities
- Strategies for supporting individual children's development and learning, including children with special needs

CHILD DEVELOPMENT AND LEARNING (CD)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Application of Child Development			
<ul style="list-style-type: none"> .1 Demonstrates an understanding that children grow and develop through play .2 Demonstrates an understanding that individual differences affect children's growth and development .3 Uses knowledge of developmental milestones, assists children in participating at their individual level of interest and ability .4 Interacts with children to support their development and learning 	<ul style="list-style-type: none"> .1 Uses informal observation as strategy for understanding individual children's development and learning .2 Applies knowledge of child development and learning to establish appropriate expectations of individual children .3 Uses knowledge of children's family, culture, and any risk factors when planning to support the development and learning of individual children .4 Applies knowledge of child development to plan and implement developmentally appropriate activities and environments .5 Adapts activities and environments to meet the special needs and situations of individual children .6 Implements procedures for assessment of children .7 Keeps families informed about their child's developmental progress 	<ul style="list-style-type: none"> .1 Keeps up-to-date with current research and best practice about child development and learning .2 Designs curriculum based on knowledge of child development and learning .3 Supports staff in applying knowledge of child development and learning in daily practice 	<ul style="list-style-type: none"> .1 Ensures that the program's philosophy and mission express a commitment to supporting children's development and learning .2 Evaluates curriculum for attention to all developmental domains .3 Assesses program's responsiveness to the developmental needs of individual children, including those with special needs .4 Designs staff development plan to ensure all staff are trained in child development and learning

ENVIRONMENT AND CURRICULUM

CONTENT AREA STATEMENT: Young children learn best when they are involved in experiences and activities that appropriately promote their development and learning. It is the responsibility of early childhood professionals to design the environment, plan the curriculum and use appropriate teaching strategies in order to support each child's learning.

KNOWLEDGE: Early childhood professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Concepts and principles of developmentally appropriate practice
- Play as a foundation for early childhood curriculum
- Curriculum planning that supports children in acquiring self-help skills, effective communication and problem-solving skills
- Curriculum planning that supports development in each of the domains; cognitive, language and communication, physical, social and emotional
- Curriculum planning for appropriate early learning in the content areas; literacy, math, science, social studies, and creative expression
- Curriculum planning for children of different ages and stages of development
- Planning for schedules, routines and transitions to support children's learning and positive behavior
- Planning for an integrated curriculum
- Curriculum adaptation for children with special needs
- Planning for arrangement of the physical environment and selection of materials to support children's learning and development
- Providing learning opportunities that reflect children's culture and family experiences
- Teaching methods, practices and strategies that promote children's learning

ENVIRONMENT AND CURRICULUM (EC)

NOTE: Curriculum activities that promote social emotional development are listed with Promoting Social Emotional Development rather than here

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Developmentally Appropriate Curriculum Planning			
<p>.1 Interacts with and participates appropriately with children at all times</p> <p>.2 Asks age and developmentally appropriate questions and actively listens to children's responses</p> <p>.3 Encourages children to ask questions</p> <p>.4 Talks with children and stimulates conversation among children</p> <p>.5 Encourages and accepts children's creative expressions</p> <p>.6 Facilitates and supports children's participation in experiences and activities of the planned curriculum</p>	<p>.1 Provides activities and experiences that promote physical development: * Large and small motor skills and control * Sensory experiences * Body awareness</p> <p>.2 Provides activities and experiences that promote cognitive development: * Encourages children's curiosity, exploration and problem solving * Provides opportunities to sequence, organize, compare, and contrast</p> <p>.3 Provides activities and experiences that promote language development: * Uses conversation to enrich and expand vocabulary * Helps children acquire verbal and non-verbal means of communication</p> <p>.4 Provides activities and experiences that promote creative expression: * Emphasizes spontaneity and process rather than end product * Music, Art, Drama, Dance and Movement</p> <p>.5 Uses naturally occurring opportunities to encourage development of self-help skills: * independence in eating, toileting, dressing, and routine hygiene * awareness of basic health and safety rules</p> <p>.6 Provides age and developmentally appropriate activities and experiences that support emergent literacy: * Reads, sings, and plays games * Provides phonological, alphabet and book awareness * Makes connection between spoken and written language * Provides a print rich environment</p> <p>.7 Provides activities and experiences that support emergent math and scientific thinking: * Concepts such as time, space, shape, pattern, quantity and number * Nature, ecology and living things * Machines, technology and non-living things * Scientific inquiry</p> <p>.8 Provides activities and experiences that support emergent thinking in social studies: * People; their diversity and how they live * Family and community * Money, work and resources * Geographical concepts of space and place * Concepts of past, present and future</p>	<p>.1 Designs curriculum that supports children's progress in each of the developmental domains</p> <p>.2 Designs curriculum that supports children's emerging abilities in each of the content areas</p> <p>.3 Uses The Delaware Early Learning Foundations in designing curriculum</p> <p>.4 Provides regular support to staff for curriculum planning and implementation</p> <p>.5 Supports staff in adapting curriculum and activities for individual children, including those with special needs</p> <p>.6 Works with staff and families to generate learning goals for children</p>	<p>.1 Ensures that current research and best practice are used to develop and implement curriculum</p> <p>.2 Designs staff development plan to ensure that staff are trained to plan and implement developmentally appropriate curriculum</p> <p>.3 Designs strategies for evaluating curriculum</p> <p style="text-align: center;">NOTE: All curriculum should be designed and implemented to be age and developmentally appropriate; and incorporate the Delaware Early Learning Foundations for School Success.</p>

ENVIRONMENT AND CURRICULUM (EC)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Creating Developmentally Appropriate Learning Environments			
<p>.7 Follows daily schedule</p> <p>.8 Supports and encourages children's participation in a variety of activities</p>	<p>.9 Arranges the physical learning environment to encourage play, exploration, and learning</p> <p>.10 Selects developmentally appropriate materials</p> <p>.11 Provides an interesting and secure environment both indoors and outdoors</p> <p>.12 Accommodates individual children's needs when planning the learning environment</p> <p>.13 Uses adult-child relationships and interactions as a resource for creating a positive learning environment</p> <p>.14 Designs age appropriate schedules, routines and transitions</p> <p>.15 Provides for extended, uninterrupted time for play</p> <p>.16 Uses technology in a developmentally appropriate manner to support children's learning</p> <p>.17 Builds on children's interests when planning activities</p> <p>.18 Plans curriculum activities that provide a balance of:</p> <ul style="list-style-type: none"> * quiet and active experiences * child-initiated and teacher facilitated activities * Indoor and outdoor activities * Individual, small group and large group experiences <p>.19 Supports children's cultural heritage</p> <p>.20 Uses the outdoors and community as an extended classroom</p> <p>.21 Uses a variety of teaching methods appropriate to children's age and development to support learning, including:</p> <ul style="list-style-type: none"> * open-ended questioning * group discussion * problem-solving * cooperative learning * inquiry experiences * teachable moments <p>.22 Arranges the physical environment to create a welcoming place for children</p> <p>.23 Arranges the environment to allow for typical early childhood experiences:</p> <ul style="list-style-type: none"> * dramatic play * sand and water play * sensory activities * physical activities * art activities * music activities * block play 	<p>.7 Supports staff in designing the learning environment to support developmentally appropriate curriculum</p> <p>.8 Guides staff in adapting the learning environment to support the needs of individual children, including those with special needs</p> <p>.9 Encourages staff to use play and social interaction as context for children's learning</p>	<p>.4 Designs procedures for regular evaluation and continuous improvement of the learning environment</p> <p>.5 Creates program schedules and structures groupings of children to best support children's development and learning</p> <p>.6 Ensures that the learning environment is responsive to cultural diversity</p>

PROMOTING SOCIAL EMOTIONAL DEVELOPMENT

CONTENT AREA STATEMENT: Quality early childhood programs promote the development of young children's self-esteem, social competence and pro-social behaviors. Professionals need to have a clear understanding of children's social and emotional development and positive guidance strategies that support such development.

KNOWLEDGE: Early childhood professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Children's social and emotional development and maturation
- Influences on children's behavior—rate and pattern of development in all domains, temperament, special needs, family and culture
- Strategies for promoting positive behavior and developing pro-social behaviors of young children
- Positive guidance approach to dealing with challenging behaviors
- Group management strategies
- Observation and assessment of individual and group behavior of young children
- Communicating and partnering with families to support children's development of pro-social behaviors and positive self-esteem

PROMOTING SOCIAL EMOTIONAL DEVELOPMENT (SE)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Interactions and Environment			
<ul style="list-style-type: none"> .1 Develops a warm, positive, nurturing relationship with each child .2 Responds appropriately to children's emotional needs .3 Accepts children's feelings and helps them to express feelings .4 Models positive behavior .5 Acknowledges accomplishments and efforts of individual children 	<ul style="list-style-type: none"> .1 Helps children use effective problem solving and appropriate conflict resolution strategies .2 Provides opportunities for cooperative play and interaction .3 Helps children deal with stress and change .4 Encourages children to show empathy and respect for others .5 Helps each child be accepted by the group and learn appropriate techniques for "getting along" .6 Establishes an environment that fosters trust, respect, cooperation and appropriate behavior 	<ul style="list-style-type: none"> .1 Keeps current about research and best practice in relation to children's social-emotional development and positive guidance strategies .2 Designs curriculum to support children's social emotional development .3 Guides staff in using interactions that support children's social emotional development 	<ul style="list-style-type: none"> .1 Designs staff development plan to ensure that staff are trained in positive social emotional development <p>NOTE: <i>All curriculum should be designed and implemented to be age and developmentally appropriate; and incorporate the Delaware Early Learning Foundations for School Success.</i></p>

PROMOTING SOCIAL EMOTIONAL DEVELOPMENT (SE)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Group Management			
<p>.6 Keeps all children under direct supervision at all times</p> <p>.7 Helps children handle daily routines, transitions and unexpected changes</p>	<p>.7 Uses group management techniques in establishing an environment that promotes positive behavior: *creates appropriate schedules, routines and transitions *provides developmentally appropriate activities *creates appropriate room arrangements *provides sufficient and appropriate materials and equipment</p> <p>.8 Involves children in setting rules and expectations when appropriate</p> <p>.9 Establishes a positive environment focused on exploration and interaction</p>	<p>.4 Guides staff in using appropriate group management techniques</p>	<p>.2 Establishes program policies and procedures that promote the use of appropriate group management strategies</p>

PROMOTING SOCIAL EMOTIONAL DEVELOPMENT (SE)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Guidance Strategies			
<p>.8 Examines personal beliefs about children's behavior and discipline</p> <p>.9 Supports the implementation of guidance strategies used in the program</p> <p>.10 Addresses specific problem situations or behaviors without labeling the child</p>	<p>.10 Identifies developmentally appropriate behavior and reasonable expectations for children's behavior</p> <p>.11 Modifies situations to prevent problems</p> <p>.12 Uses positive guidance strategies: * "I" messages * Redirection * Choices * Natural and logical consequences * Conflict resolution & problem solving * Limit-setting</p> <p>.13 Encourages children to develop self-control and use anger management</p> <p>.14 Uses encouragement to motivate children</p> <p>.15 Communicates with parents regarding developmentally appropriate behavior and expectations for children</p> <p>.16 Works with families to develop strategies with children when there are behavioral concerns</p>	<p>.5 Supports staff in using positive guidance strategies with all children</p> <p>.6 Supports staff in using observation and assessment results to plan and implement individual guidance strategies</p> <p>.7 Plans for the inclusion of children with behavior issues</p>	<p>.3 Develops program policies and procedures to promote the use of positive guidance strategies</p> <p>.4 Works with families and staff to address children's challenging behaviors</p>

OBSERVATION AND ASSESSMENT

CONTENT AREA STATEMENT: Observation and assessment are a critical component of an effective program that supports children's development and learning. Effective observation helps early childhood professionals to plan and adapt the environment and curriculum to meet group and individual needs.

KNOWLEDGE: Early childhood professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Objective observation of young children
- Systems for collecting and documenting children's work samples
- Strategies for creating written records of observations
- Methods for gathering information – anecdotal records, rating scales, developmental checklists
- Use of learning standards in the process of observing and supporting children's development and learning
- Uses for information gathered from observation and assessment:
 - Planning and adapting the learning environment and curriculum
 - Planning for supporting individual children's development and learning
 - Informing the professional's interactions with children
 - Communicating with families
- Role of observation in a guidance approach to behavior management
- Appropriate use of formal assessment with young children
- Criteria for sound assessment practices – reliability and validity, freedom from bias and developmental appropriateness
- Process for special needs assessment and development of an Individual Education Plan (IEP) or Individual Family Service Plan (IFSP)

OBSERVATION AND ASSESSMENT (OA)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Observation			
<ul style="list-style-type: none"> .1 Practices objective observation and reflects on those observations .2 Uses observation as a way to “get to know” children – their interests and developmental levels .3 Uses observation as a strategy for preventing problems 	<ul style="list-style-type: none"> .1 Completes regular, written child observations .2 Observes children’s development and learning in relation to Delaware’s Early Learning Foundations and Delaware’s Infant and Toddler Early Learning Foundations .3 Uses observation information to adapt interactions with individual children .4 Makes changes to the environment based on observations .5 Includes information gathered from child observations in curriculum planning .6 Makes plans for supporting individual children’s development and learning based on information gathered from observations .7 Uses information from observations to support children’s development of social emotional skills .8 Informs families about observations of children’s development and learning 	<ul style="list-style-type: none"> .1 Supports staff in implementing child observation procedures .2 Guides staff in using the results of child observation for curriculum, including individualizing curriculum 	<ul style="list-style-type: none"> .1 Develops program policies and procedures for child observation .2 Designs staff development plan to ensure that staff are trained in observation

OBSERVATION AND ASSESSMENT (OA)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Assessment			
<p>.4 Contributes, as appropriate, to informal child assessment procedures</p>	<p>.9 Collects samples of children's work</p> <p>.10 Conducts assessment of each child's development and learning, gathering information in a variety of ways</p> <p>.11 Includes families in assessment process, gathering information and reporting results</p> <p>.12 Contributes, as appropriate, to assessment for identification of special needs</p>	<p>.3 Guides staff in implementing program's plan for child assessment</p> <p>.4 Supports staff in communicating with families regarding children's developmental progress and learning</p> <p>.5 Supports the assessment of children with special needs</p>	<p>.3 Develops and evaluates program plan for assessment of children's developmental progress and learning</p> <p>.4 Identifies strategies for working with families for effective child assessment</p> <p>.5 Designs staff development plan to ensure that staff are trained in assessment</p> <p>.6 Ensures program incorporates all available assessment data for individual children, including those with special needs</p>

HEALTH, SAFETY AND NUTRITION

CONTENT AREA STATEMENT: Early childhood professionals are expected to ensure the health and safety of each child in their care. They are also expected to provide for nutritionally balanced meals and snacks to be served to children. In addition, they promote children's learning about health, safety and nutrition.

KNOWLEDGE: Early childhood professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Issues and concerns related to the health, safety and nutrition of young children
- Regulations and laws pertaining to health, safety and nutrition of young children in a group setting
- Planning and implementing safe environments for children
- Practices that promote the health of young children
- Practices that meet the nutritional needs of young children
- Health, safety and nutrition curriculum for young children
- Community resources

HEALTH, SAFETY AND NUTRITION (HS)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Safe & Healthy Environments			
<ul style="list-style-type: none"> .1 Follows all laws and regulations pertaining to health, food services, and safety. .2 Follows mandated reporting requirements regarding child abuse and neglect .3 Implements health, safety and/or nutritional plans for individual children .4 Supports a safe, healthy environment for all children. .5 Documents accidents and incidents as necessary .6 Performs first aid and CPR when necessary .7 Supervises and interacts with children to ensure their safety and health .8 Carries out established emergency procedures, including disaster plans .9 Knows and uses safety equipment appropriately .10 Practices infection control, including appropriate hand washing and diapering procedures .11 Practices Universal Precautions .12 Performs daily health check, including observing for signs of abuse and neglect .13 Recognizes and responds to signs of acute and chronic illness .14 Supervises the serving of nutritious meals and snacks .15 Practices safe food handling procedures .16 Maintains sanitary environment .17 Monitors safety during meal and snack times 	<ul style="list-style-type: none"> .1 Plans and prepares a safe, healthy environment for all children .2 Selects materials and equipment so as to ensure safety .3 Establishes safety rules and precautions for children .4 Monitors the serving of nutritious meals and snacks .5 Provides opportunities for daily physical activity .6 Applies knowledge of child development in promoting children's health, safety and nutrition 	<ul style="list-style-type: none"> .1 Supports staff in creating a safe and healthy environment .2 Develops plans for meeting the health, safety, and nutrition needs of all children 	<ul style="list-style-type: none"> .1 Establishes program practices to ensure a safe and healthy environment .2 Monitors the program's compliance with health and safety standards .3 Informs families about program policies and practices regarding health, safety, and nutrition .4 Ensures program offers quality nutrition when serving meals and snacks

HEALTH, SAFETY AND NUTRITION (HS)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Health, Safety and Nutrition Education			
<p>.18 Helps children to adopt good health and safety practices</p> <p>.19 Encourages children to participate in physical activities</p> <p>.20 Interacts with children during meal and snack times, promoting appropriate social behavior</p> <p>.21 Helps children to adopt good nutrition habits.</p> <p>.22 Models good nutrition practices</p>	<p>.7 Teaches children about safety</p> <p>.8 Implements self-help activities that encourage independence</p> <p>.9 Teaches children about hygiene and good health</p> <p>.10 Teaches children about good nutrition</p> <p>.11 Teaches children about physical fitness</p>	<p>.3 Designs curriculum to include learning activities in health, safety, nutrition and physical fitness</p> <p>.4 Supports staff in implementing curriculum that includes health, safety, nutrition and physical fitness activities</p>	<p>.5 Designs staff development plan to ensure staff are trained in developmentally appropriate curriculum for health, safety, nutrition and physical fitness</p> <p>.6 Communicates with families about children's food preferences and special needs</p>

WORKING WITH FAMILIES

CONTENT AREA STATEMENT: Families play a critical role in young children's development and learning. Early childhood professionals need to appreciate that role and be able to communicate with families to form supportive partnerships, and to involve families in the early childhood program. A positive relationship between families and professionals becomes a support for children.

KNOWLEDGE: Early childhood professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- The role of families in children's development and learning
- Understanding and respect for the diversity of family structure, culture, and lifestyle
- Effective techniques and strategies for communicating with families
- Strategies for involving families in early childhood programs
- Knowledge of community resources for families and children

WORKING WITH FAMILIES (FM)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Communicating with Families			
.1 Follows rules for confidentiality .2 Communicates with families in a manner that respects diversity .3 Communicates with families regarding children's daily activities	.1 Responds to family member's questions and concerns .2 Shares information with families about the curriculum .3 Implements effective conflict resolution techniques .4 Talks with families about their child's progress	.1 Supports staff in using appropriate, positive communication strategies with families	.1 Establishes program policies and procedures for communicating with families
Supporting Families			
.4 Demonstrates respect for the family role as primary educator .5 Demonstrates respect for the diversity of family structure, function, and lifestyle and child rearing practices .6 Knows when to seek support in working with families	.5 Recognizes and responds to stressors that families face .6 Supports the parenting role by providing relevant information about child development and learning .7 Provides information about community resources .8 Supports families in the early intervention process .9 Supports families and children in transitions	.2 Supports staff in responding to families' needs	.2 Establishes a program climate that is responsive to the diversity of families being served .3 Develops a plan for family education about young children's development and learning .4 Establishes policies and procedures for responding to family crises
Involving Families			
.7 Demonstrates positive and appropriate relationships with families	.10 Fosters family participation in the program	.3 Supports staff in planning family involvement opportunities	.5 Plans opportunities for families to be involved in program decision-making and evaluation

PROFESSIONALISM

CONTENT AREA STATEMENT: Every profession has a body of knowledge that defines the profession and requirements which guide professional growth and development. In addition, there are standards for professional and ethical behavior. Everyone working in the early childhood field needs to understand what it means to be an early childhood professional and has an obligation to make a commitment to ongoing personal and professional growth.

KNOWLEDGE: Early childhood professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Standards for personal/professional behavior that lead to quality care and education of young children
- Practices that support ongoing personal and professional growth and development for self and others
- Ethical professional behavior as outlined in the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct

PROFESSIONALISM (PR)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Professional Growth and Development			
<ul style="list-style-type: none"> .1 Begins to reflect on own professional practice .2 Uses constructive feedback to improve performance .3 Seeks knowledge to improve professional practice .4 Participates in setting goals and carries out professional development plan .5 Uses available professional resources .6 Completes annual training hours 	<ul style="list-style-type: none"> .1 Participates in professional activities and/or organizations to enhance professional growth 	<ul style="list-style-type: none"> .1 Incorporates advanced training into personal professional development plan .2 Keeps up-to-date about current research and best practice in the early care and education field .3 Keeps up-to-date about current issues, advocacy and legislative efforts in the field, including those in Delaware .4 Supports staff in developing plans for their personal growth and professional development 	<ul style="list-style-type: none"> .1 Participates in advocacy activities that promote quality early care and education .2 Develops the program's professional development plan to support individual staff professional development and program improvement

PROFESSIONALISM (PR)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of children	Designs and develops curriculum	Manages and leads program
Personal and Professional Behavior			
<ul style="list-style-type: none"> .7 Establishes and maintains appropriate professional boundaries .8 Demonstrates good work habits .9 Follows all program policies and procedures .10 Maintains confidentiality .11 Adheres to licensing regulations .12 Performs effectively as a member of a team .13 Interacts with children, families and co-workers in a positive and respectful manner .14 Practices effective communication skills .15 Uses problem-solving skills .16 Follows NAEYC's Code of Ethical Conduct .17 Demonstrates appropriate supervision of others 	<ul style="list-style-type: none"> .2 Engages in reflection about teaching and children .3 Promotes quality programs and services for children and families .4 Articulates personal philosophy of early care and education .5 Models professional behavior 	<ul style="list-style-type: none"> .5 Demonstrates ethical, professional behavior, serving as a role model for staff 	<ul style="list-style-type: none"> .3 Bases decision-making on knowledge of current research and best practice .4 Maintains an environment that encourages the professional behavior of staff .5 Practices effective team-building .6 Uses a participatory management style that values the knowledge and experience of staff .7 Leads staff through a process of program evaluations and continuous quality improvement

MANAGEMENT & ADMINISTRATION

CONTENT AREA STATEMENT: Effective management of early childhood programs is critical to the development and delivery of quality programming for young children and their families. Administrators must be able to manage the program's finances, operations and personnel. Effective managers plan for program development and evaluation.

KNOWLEDGE: Administrators will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Fiscal policies and procedures
- Budget development and management
- Funding sources for early childhood programs
- Staff compensation and benefits
- State and federal laws and regulations that relate to early childhood programs
- Working with boards and advisory groups
- Monitoring health and safety practices
- Facility maintenance (building and grounds)
- Risk management, including effective security procedures
- System for maintaining supplies, materials and equipment to support a positive learning environment
- System for child and staff record-keeping
- Marketing strategies
- Personnel policies
- Recruitment, selection and retention of qualified staff
- Job descriptions for all staff positions
- Supervision and evaluation of staff
- Staff development, including individual professional development planning
- Creating a positive, supportive work environment
- Developmentally appropriate curriculum models
- Developmentally appropriate child assessment tools and practices
- Program evaluation methods that include the use of nationally-recognized program assessment tools
- Quality improvement planning

MANAGEMENT & ADMINISTRATION

Program Development & Evaluation

- .1 Develops statements of program's philosophy and mission
- .2 Applies state and federal regulations when making program decisions and setting policies
- .3 Establishes and monitors the implementation of policies and procedures that ensure compliance with all laws and regulations regarding health, safety, and nutrition
- .4 Applies current research and best practice to program planning
- .5 Coordinates with community agencies and professionals, when necessary
- .6 Provides resources to support a positive learning environment and the delivery of developmentally appropriate curriculum
- .7 Designs and implements a professional development plan for the program, that incorporates individual plans in order to support the personal and professional growth of staff
- .8 Establishes a process and procedures for the development and implementation of a developmentally appropriate curriculum that addresses all developmental domains (physical, cognitive, language, social and emotional) and content areas (literacy, math, science, social studies, and creative expression)
- .9 Applies current research and best practice to the development, implementation and evaluation of policies and procedures for child assessment
- .10 Develops and evaluates program policies and procedures for behavior management
- .11 Applies current research and best practice to the development, implementation and evaluation of policies and practices for establishing positive family-staff relationships
- .12 Develops and implements a plan for regular program evaluation that incorporates recognized professional standards
- .13 Develops and implements a process for quality improvement planning based on program evaluation

Personnel Management

- .14 Demonstrates an understanding of laws and regulations applicable to personnel management
- .15 Develops and regularly reviews personnel policies, including policies in a staff handbook
- .16 Develops and maintains a system for personnel record-keeping that includes information about experience and qualifications
- .17 Develops job descriptions for all staff positions
- .18 Recruits and selects qualified staff
- .19 Conducts orientation for new employees
- .20 Develops and implements procedures for staff supervision and performance evaluation
- .21 Establishes procedures for staff communication, including planning for staff meetings
- .22 Sets clear policies and practices to create a positive, supportive work environment
- .23 Implements a system for staff development that includes individual professional development planning based on self-assessment and performance evaluation
- .24 Develops strategies to support staff retention
- .25 Coordinates and reviews staff benefit programs

Fiscal Management

- .26 Participates in long-range financial planning
- .27 Develops an annual budget to support program goals
- .28 Implements a system for monitoring revenues and expenses
- .29 Manages cash accounts and cash flow
- .30 Develops, reviews and periodically updates fiscal policies and procedures
- .31 Prepares financial reports and documents
- .32 Works with accountant or financial service
- .33 Maintains financial records
- .34 Works effectively with state and federal funding programs
- .35 Establishes and monitors a system for payables and receivables
- .36 Establishes a staff compensation schedule based on roles, qualifications, experience and performance
- .37 Establishes a fee structure for families
- .38 Designs an efficient and cost effective purchasing system

Operations and Administration

- .39 Assumes responsibility for compliance with all laws and regulations applicable to early childhood or school-age programs
- .40 Develops, reviews and updates a policies and procedures manual
- .41 Develops an emergency management plan
- .42 Establishes and implements a system for maintenance of program facility
- .43 Uses effective risk management strategies, including the implementation of a facility security system and maintenance of appropriate insurance policies
- .44 Maintains an adequate inventory of materials and equipment to operate an effective program
- .45 Develops staffing patterns and schedules to operate an effective program
- .46 Uses technology to enhance the program's business systems and communications
- .47 Works effectively within the business structure of the program ie., non-profit, corporation, multi-agency
- .48 Develops strategies for communication, education and involvement of boards, advisory groups and agency management
- .49 Establishes and maintains effective relationships with community-based support services, professional and business organizations, and neighborhood and community partners
- .50 Develops parent contracts
- .51 Establishes and maintains a system of child record-keeping, including children's health records
- .52 Develops and maintains effective marketing strategies

USING COMPETENCIES and SELF-ASSESSMENT CHECKLISTS

Competencies for early childhood professionals may be used in several ways by an individual:

- For career planning
- For identifying skills and skills needed
- For professional development planning

Competencies may also be used by an employer or supervisor:

- To develop job descriptions
- To assess an employees skill strengths and needs
- To plan on-the-job training and mentoring
- To plan professional development activities

The following pages are competency self-assessment checklists. There is a checklist for each professional level outlined in the competencies. To use the checklists as a self-assessment tool, select the checklist for the professional position level you are employed in, or wish to be employed in, and review the skills expected for that level. Using the key at the bottom of each page, select the numbered response that best indicates your present level of skill for each listed competency.

An example for Professional Level 2; Supporting Families E-FM2.7:

	Review Date	4/08	5/08			Notes
E-FM2.7	Provides information about community resources	2	2 <i>employer</i>			<i>4/08 need training 5/08 training scheduled for 7/21/08</i>

Key 1 – never 2 – sometimes 3 – usually 4 – always

In this example, if your response is 2 (sometimes) or 1 (never) it may be that you have not had any training on community resources to become familiar with them. Or perhaps you are not comfortable in providing information or making suggestions to families. Training, professional development or technical assistance could help you develop this skill or increase your performance level. Any need for training might be noted in the far right column of the checklist.

Using the competencies to do your own self-assessment and then having a co-worker or supervisor make their assessment of your skill level will give you feedback on skill areas that may need some improvement through practice or training.

Copies may be made of the blank forms or downloaded from the Delaware Department of Education website www.doe.k12.de.us/programs/delfirst

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 1 – Self Assessment**

	Review Date					Notes
CHILD DEVELOPMENT AND LEARNING (CD)						
Application of Child Development						
E-CD1.1	Demonstrates an understanding that children grow and develop through play					
E-CD1.2	Demonstrates an understanding that individual differences affect children's growth and development					
E-CD1.3	Uses knowledge of developmental milestones, assists children in participating at their individual level of interest and ability					
E-CD1.4	Interacts with children to support their development and learning					
ENVIRONMENT AND CURRICULUM (EC)						
Developmentally Appropriate Curriculum Planning						
E-EC1.1	Interacts with and participates appropriately with children at all times					
E-EC1.2	Asks age and developmentally appropriate questions and actively listens to children's responses					
E-EC1.3	Encourages children to ask questions					
E-EC1.4	Talks with children and stimulates conversation among children					
E-EC1.5	Encourages and accepts children's creative					
E-EC1.6	Facilitates and supports children's participation in experiences and activities of the planned curriculum					
Creating Developmentally Appropriate Learning Environments						
E-EC1.7	Follows daily schedule					
E-EC1.8	Supports and encourages children's participation in a variety of activities					
PROMOTING SOCIAL EMOTIONAL DEVELOPMENT (SE)						
Interactions and Environment						
E-SE1.1	Develops a warm, positive, nurturing relationship with each child					
E-SE1.2	Responds appropriately to children's emotional needs					
E-SE1.3	Accepts children's feelings and helps them to express feelings					
E-SE1.4	Models positive behavior					
E-SE1.5	Acknowledges accomplishments and efforts of individual children					
Group Management						
E-SE1.6	Keeps all children under direct supervision at all times					
E-SE1.7	Helps children handle daily routines, transitions and unexpected changes					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 1 – Self Assessment**

	Review Date					Notes
Guidance Strategies						
E-SE1.8	Examines personal beliefs about children’s behavior and discipline					
E-SE1.9	Supports the implementation of guidance strategies used in the program					
E-SE1.10	Addresses specific problem situations or behaviors without labeling the child					
OBSERVATION AND ASSESSMENT (OA)						
Observation						
E-OA1.1	Practices objective observation and reflects on those observations					
E-OA1.2	Uses observation as a way to “get to know” children – their interests and developmental levels					
E-OA1.3	Uses observation as a strategy for preventing problems					
Assessment						
E-OA1.4	Contributes, as appropriate, to informal child assessment procedures					
HEALTH, SAFETY AND NUTRITION (HS)						
Safe & Healthy Environments						
E-HS1.1	Follows all laws and regulations pertaining to health, food services, and safety.					
E-HS1.2	Follows mandated reporting requirements regarding child abuse and neglect					
E-HS1.3	Implements health, safety and/or nutritional plans for individual children					
E-HS1.4	Supports a safe, healthy environment for all children					
E-HS1.5	Documents accidents and incidents as necessary					
E-HS1.6	Performs first aid and CPR when necessary					
E-HS1.7	Supervises and interacts with children to ensure their safety and health					
E-HS1.8	Carries out established emergency procedures, including disaster plans					
E-HS1.9	Knows and uses safety equipment appropriately					
E-HS1.10	Practices infection control, including appropriate hand washing and diapering procedures					
E-HS1.11	Practices Universal Precautions					
E-HS1.12	Performs daily health check, including observing for signs of abuse and neglect					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 1 – Self Assessment**

	Review Date					Notes
E-HS1.13	Recognizes and responds to signs of acute and chronic illness					
E-HS1.14	Supervises the serving of nutritious meals and snacks					
E-HS1.15	Practices safe food handling procedures					
E-HS1.16	Maintains sanitary environment					
E-HS1.17	Monitors safety during meal and snack times					
Health, Safety and Nutrition Education						
E-HS1.18	Helps children to adopt good health and safety practices					
E-HS1.19	Encourages children to participate in physical activities					
E-HS1.20	Interacts with children during meal and snack times, promoting appropriate social behavior					
E-HS1.21	Helps children to adopt good nutrition habits					
E-HS1.22	Models good nutrition practices					
WORKING WITH FAMILIES (FM) Communicating with Families						
E-FM1.1	Follows rules for confidentiality					
E-FM1.2	Communicates with families in a manner that respects diversity					
E-FM1.3	Communicates with families regarding children’s daily activities					
Supporting Families						
E-FM1.4	Demonstrates respect for the family role as primary educator					
E-FM1.5	Demonstrates respect for the diversity of family structure, function, and lifestyle and child rearing practices					
E-FM1.6	Knows when to seek support in working with families					
Involving Families						
E-FM1.7	Demonstrates positive and appropriate relationships with families					
PROFESSIONALISM (PR) Professional Growth and Development						
E-PR1.1	Begins to reflect on own professional practice					
E-PR1.2	Uses constructive feedback to improve performance					
E-PR1.3	Seeks knowledge to improve professional practice					
E-PR1.4	Participates in setting goals and carries out professional development plan					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 1 – Self Assessment**

	Review Date					Notes
E-PR1.5	Uses available professional resources					
E-PR1.6	Completes annual training hours					
Personal and Professional Behavior						
E-PR1.7	Establishes and maintains appropriate professional boundaries					
E-PR1.8	Demonstrates good work habits					
E-PR1.9	Follows all program policies and procedures					
E-PR1.10	Maintains confidentiality					
E-PR1.11	Adheres to licensing regulations					
E-PR1.12	Performs effectively as a member of a team					
E-PR1.13	Interacts with children, families and co-workers in a positive and respectful manner					
E-PR1.14	Practices effective communication skills					
E-PR1.15	Uses problem-solving skills					
E-PR1.16	Follows NAEYC's Code of Ethical Conduct					
E-PR1.17	Demonstrates appropriate supervision of others					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 2 – Self Assessment**

Review Date					Notes
CHILD DEVELOPMENT AND LEARNING (CD) Application of Child Development					
E-CD2.1	Uses informal observation as strategy for understanding individual children’s development and learning				
E-CD2.2	Applies knowledge of child development and learning to establish appropriate expectations of individual children				
E-CD2.3	Uses knowledge of children’s family, culture, and any risk factors when planning to support the development and learning of individual children				
E-CD2.4	Applies knowledge of child development to plan and implement developmentally appropriate activities and environments				
E-CD2.5	Adapts activities and environments to meet the special needs and situations of individual children				
E-CD2.6	Implements procedures for assessment of children				
E-CD2.7	Keeps families informed about their child’s developmental progress				
ENVIRONMENT AND CURRICULUM (EC) Developmentally Appropriate Curriculum Planning					
E-EC2.1	Provides activities and experiences that promote physical development: *Large and small motor skills *Sensory experiences *Body awareness				
E-EC2.2	Provides activities and experiences that promote cognitive development: * Encourages children’s curiosity, exploration and problem solving * Provides opportunities to sequence, organize, compare, and contrast				
E-EC2.3	Provides activities and experiences that promote language development: * Uses conversation to enrich and expand vocabulary * Helps children acquire verbal and non-verbal means of communication				
E-EC2.4	Provides activities and experiences that promote creative expression: * Emphasizes spontaneity and process rather than end product * Music, Art, Drama, Dance and Movement				
E-EC2.5	Uses naturally occurring opportunities to encourage development of self-help skills: * Independence in eating, toileting, dressing, and routine hygiene * Awareness of basic health and safety rules				

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 2 – Self Assessment**

	Review Date					Notes
E-EC2.6	Provides age and developmentally appropriate activities and experiences that support emergent literacy: *Reads, sings, and plays games *Provides phonological, alphabet and book awareness *Makes connection between spoken and written language *Encourages verbal & written expression *Provides a print rich environment					
E-EC2.7	Provides activities and experiences that support emerging math and scientific thinking: *Concepts such as time, space, shape, pattern, quantity and number *Nature, ecology and living things *Machines, technology and non-living things *Scientific inquiry					
E-EC2.8	Provides activities and experiences that support emergent thinking in social studies: *People; their diversity and how they live *Family and community *Money, work and resources *Geographical concepts of space and place *Concepts of past, present and future					
Creating Developmentally Appropriate Learning Environments						
E-EC2.9	Arranges the physical learning environment to encourage play, exploration, and learning					
E-EC2.10	Selects developmentally appropriate materials					
E-EC2.11	Provides an interesting and secure environment both indoors and outdoors					
E-EC2.12	Accommodates individual children’s needs when planning the learning environment					
E-EC2.13	Uses adult-child relationships and interactions as a resource for creating a positive learning environment					
E-EC2.14	Designs age appropriate schedules, routines and transitions					
E-EC2.15	Provides for extended, uninterrupted time for play					
E-EC2.16	Uses technology in a developmentally appropriate manner to support children’s learning					
E-EC2.17	Builds on children’s interests when planning activities					
E-EC2.18	Plans curriculum activities that provide a balance of: *quiet and active experiences *child-initiated and teacher facilitated					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 2 – Self Assessment**

	Review Date					Notes
	activities *Indoor and outdoor activities *Individual, small group and large group experiences					
E-EC2.19	Supports children’s cultural heritage					
E-EC2.20	Uses the outdoors and community as an extended classroom					
E-EC2.21	Uses a variety of teaching methods appropriate to children’s age and development to support learning, including: *open-ended questioning *group discussion *problem-solving *cooperative learning *inquiry experiences *teachable moments					
E-EC2.22	Arranges the physical environment to create a welcoming place for children					
E-EC2.23	Arranges the environment to allow for typical early childhood experiences: *dramatic play *sand and water play *sensory activities *physical activities *art activities *music activities *block play					
PROMOTING SOCIAL EMOTIONAL DEVELOPMENT (SE)						
Interactions and Environment						
E-SE2.1	Helps children use effective problem solving and appropriate conflict resolution strategies					
E-SE2.2	Provides opportunities for cooperative play and interaction					
E-SE2.3	Helps children deal with stress and change					
E-SE2.4	Encourages children to show empathy and respect for others					
E-SE2.5	Helps each child be accepted by the group and learn appropriate techniques for “getting along”					
E-SE2.6	Establishes an environment that fosters trust, respect, cooperation and appropriate behavior					
Group Management						
E-SE2.7	Uses group management techniques in establishing an environment that promotes positive behavior: * creates appropriate schedules, routines and transitions * provides developmentally appropriate activities * creates appropriate room arrangements * provides sufficient and appropriate materials					

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 2 – Self Assessment**

	Review Date					Notes
E-SE2.8	Involves children in setting rules and expectations when appropriate					
E-SE2.9	Establishes a positive environment focused on exploration and interaction					
Guidance Strategies						
E-SE2.10	Identifies developmentally appropriate behavior and reasonable expectations for children’s behavior					
E-SE2.11	Modifies situations to prevent problems					
E-SE2.12	Uses positive guidance strategies: *“I” messages *Redirection *Choices *Natural and logical consequences *Conflict resolution & problem solving *Limit-setting					
E-SE2.13	Encourages children to develop self-control and use anger management					
E-SE2.14	Uses encouragement to motivate children					
E-SE2.15	Communicates with parents regarding developmentally appropriate behavior and expectations for children					
E-SE2.16	Works with families to develop strategies with children when there are behavioral concerns					
OBSERVATION AND ASSESSMENT (OA)						
Observation						
E-OA2.1	Completes regular, written child observations					
E-OA2.2	Observes children’s development and learning in relation to Delaware’s Early Learning Foundations and Delaware’s Infant and Toddler Early Learning Foundations					
E-OA2.3	Uses observation information to adapt interactions with individual children					
E-OA2.4	Makes changes to the environment based on observations					
E-OA2.5	Includes information gathered from child observations in curriculum planning					
E-OA2.6	Makes plans for supporting individual children’s development and learning based on information gathered from observations					
E-OA2.7	Uses information from observations to support children’s development of social emotional skills					

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 2 – Self Assessment**

	Review Date					Notes
E-OA2.8	Informs families about observations of children’s development and learning					
Assessment						
E-OA2.9	Collects samples of children’s work					
E-OA2.10	Conducts assessment of each child’s development and learning, gathering information in a variety of ways					
E-OA2.11	Includes families in assessment process, gathering information and reporting results					
E-OA2.12	Contributes, as appropriate, to assessment for identification of special needs					
HEALTH, SAFETY AND NUTRITION (HS) Safe & Healthy Environments						
E-HS2.1	Plans and prepares a safe, healthy environment for all children					
E-HS2.2	Selects materials and equipment so as to ensure safety					
E-HS2.3	Establishes safety rules and precautions for children					
E-HS2.4	Monitors the serving of nutritious meals and snacks					
E-HS2.5	Provides opportunities for daily physical activity					
E-HS2.6	Applies knowledge of child development in promoting children’s health, safety and nutrition					
Health, Safety and Nutrition Education						
E-HS2.7	Teaches children about safety					
E-HS2.8	Implements self-help activities that encourage independence					
E-HS2.9	Teaches children about hygiene and good health					
E-HS2.10	Teaches children about good nutrition					
E-HS2.11	Teaches children about physical fitness					

continued next page

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 2 – Self Assessment**

	Review Date					Notes
WORKING WITH FAMILIES (FM)						
Communicating with Families						
E-FM2.1	Responds to family member's questions and concerns					
E-FM2.2	Shares information with families about the curriculum					
E-FM2.3	Implements effective conflict resolution techniques					
E-FM2.4	Talks with families about their child's progress					
Supporting Families						
E-FM2.5	Recognizes and responds to stressors that families face					
E-FM2.6	Supports the parenting role by providing relevant information about child development and learning					
E-FM2.7	Provides information about community resources					
E-FM2.8	Supports families in the early intervention process					
E-FM2.9	Supports families and children in transitions					
Involving Families						
E-FM2.10	Fosters family participation in the program					
PROFESSIONALISM (PR)						
Professional Growth and Development						
E-PR2.1	Participates in professional activities and/or organizations to enhance professional growth					
Personal and Professional Behavior						
E-PR2.2	Engages in reflection about teaching and children					
E-PR2.3	Promotes quality programs and services for children and families					
E-PR2.4	Articulates personal philosophy of early care and education					
E-PR2.5	Models professional behavior					

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 3 – Self Assessment**

	Review Date					Notes
CHILD DEVELOPMENT AND LEARNING (CD)						
Application of Child Development						
E-CD3.1	Keeps up-to-date with current research and best practice about child development and learning					
E-CD3.2	Designs curriculum based on knowledge of child development and learning					
E-CD3.3	Supports staff in applying knowledge of child development and learning in daily practice					
ENVIRONMENT AND CURRICULUM (EC)						
Developmentally Appropriate Curriculum Planning						
E-EC3.1	Designs curriculum that supports children’s progress in each of the developmental domains					
E-EC3.2	Designs curriculum that supports children’s emerging abilities in each of the content areas					
E-EC3.3	Uses The Delaware Early Learning Foundations in designing curriculum					
E-EC3.4	Provides regular support to staff for curriculum planning and implementation					
E-EC3.5	Supports staff in adapting curriculum and activities for individual children, including those with special needs					
E-EC3.6	Works with staff and families to generate learning goals for children					
Creating Developmentally Appropriate Learning Environments						
E-EC3.7	Supports staff in designing the learning environment to support developmentally appropriate curriculum					
E-EC3.8	Guides staff in adapting the learning environment to support the needs of individual children, including those with special needs					
E-EC3.9	Encourages staff to use play and social interaction as context for children’s learning					
PROMOTING SOCIAL EMOTIONAL DEVELOPMENT (SE)						
Interactions and Environment						
E-SE3.1	Keeps current about research and best practice in relation to children’s social-emotional development and positive guidance strategies					

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 3 – Self Assessment**

	Review Date					Notes
E-SE3.2	Designs curriculum to support children’s social emotional development					
E-SE3.3	Guides staff in using interactions that support children’s social emotional development					
Group Management						
E-SE3.4	Guides staff in using appropriate group management techniques					
Guidance Strategies						
E-SE3.5	Supports staff in using positive guidance strategies with all children					
E-SE3.6	Supports staff in using observation and assessment results to plan and implement individual guidance strategies					
E-SE3.7	Plans for the inclusion of children with behavior issues					
OBSERVATION AND ASSESSMENT (OA)						
Observation						
E-OA3.1	Supports staff in implementing child observation procedures					
E-OA3.2	Guides staff in using the results of child observation for curriculum, including individualizing curriculum					
Assessment						
E-OA3.3	Guides staff in implementing program’s plan for child assessment					
E-OA3.4	Supports staff in communicating with families regarding children’s developmental progress and learning					
E-OA3.5	Supports the assessment of children with special needs					
HEALTH, SAFETY AND NUTRITION (HS)						
Safe & Healthy Environments						
E-HS3.1	Supports staff in creating a safe and healthy environment					
E-HS3.2	Develops plans for meeting the health, safety, and nutrition needs of all children					
Health, Safety and Nutrition Education						
E-HS3.3	Designs curriculum to include learning activities in health, safety, nutrition and physical fitness					
E-HS3.4	Supports staff in implementing curriculum that includes health, safety, nutrition and physical fitness activities					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 3 – Self Assessment**

	Review Date					Notes
WORKING WITH FAMILIES (FM)						
Communicating with Families						
E-FM3.1	Supports staff in using appropriate, positive communication strategies with families					
Supporting Families						
E-FM3.2	Supports staff in responding to families' needs					
Involving Families						
E-FM3.3	Supports staff in planning family involvement opportunities					
PROFESSIONALISM (PR)						
Professional Growth and Development						
E-PR3.1	Incorporates advanced training into personal professional development plan					
E-PR3.2	Keeps up-to-date about current research and best practice in the early care and education field					
E-PR3.3	Keeps up-to-date about current issues, advocacy and legislative efforts in the field, including those in Delaware					
E-PR3.4	Supports staff in developing plans for their personal growth and professional development					
Personal and Professional Behavior						
E-PR3.5	Demonstrates ethical, professional behavior, serving as a role model for staff					

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 4 – Self Assessment**

Review Date						Notes
CHILD DEVELOPMENT AND LEARNING (CD)						
Application of Child Development						
E-CD4.1	Ensures that the program's philosophy and mission express a commitment to supporting children's development and learning					
E-CD4.2	Evaluates curriculum for attention to all developmental domains					
E-CD4.3	Assesses program's responsiveness to the developmental needs of individual children, including those with special needs					
E-CD4.4	Designs staff development plan to ensure all staff are trained in child development and learning					
ENVIRONMENT AND CURRICULUM (EC)						
Developmentally Appropriate Curriculum Planning						
E-EC4.1	Ensures that current research and best practice are used to develop and implement curriculum					
E-EC4.2	Designs staff development plan to ensure that staff are trained to plan and implement developmentally appropriate curriculum					
E-EC4.3	Designs strategies for evaluating curriculum					
Creating Developmentally Appropriate Learning Environments						
E-EC4.4	Designs procedures for regular evaluation and continuous improvement of the learning environment					
E-EC4.5	Creates program schedules and structures groupings of children to best support children's development and learning					
E-EC4.6	Ensures that the learning environment is responsive to cultural diversity					
PROMOTING SOCIAL EMOTIONAL DEVELOPMENT (SE)						
Interactions and Environment						
E-SE4.1	Designs staff development plan to ensure that staff are trained in positive social emotional development					
Group Management						
E-SE4.2	Establishes program policies and procedures that promote the use of appropriate group management strategies					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 4 – Self Assessment**

	Review Date					Notes
Guidance Strategies						
E-SE4.3	Develops program policies and procedures to promote the use of positive guidance strategies					
E-SE4.4	Works with families and staff to address children’s challenging behaviors					
OBSERVATION AND ASSESSMENT (OA)						
Observation						
E-OA4.1	Develops program policies and procedures for child observation					
E-OA4.2	Designs staff development plan to ensure that staff are trained in observation					
Assessment						
E-OA4.3	Develops and evaluates program plan for assessment of children’s developmental progress and learning					
E-OA4.4	Identifies strategies for working with families for effective child assessment					
E-OA4.5	Designs staff development plan to ensure that staff are trained in assessment					
E-OA4.6	Ensures program incorporates all available assessment data for individual children, including those with special needs					
HEALTH, SAFETY AND NUTRITION (HS)						
Safe & Healthy Environments						
E-HS4.1	Establishes program practices to ensure a safe and healthy environment					
E-HS4.2	Monitors the program’s compliance with health and safety standards					
E-HS4.3	Informs families about program policies and practices regarding health, safety, and nutrition					
E-HS4.4	Ensures program offers quality nutrition when serving meals and snacks					
Health, Safety and Nutrition Education						
E-HS4.5	Designs staff development plan to ensure staff are trained in developmentally appropriate curriculum for health, safety, nutrition and physical fitness					
E-HS4.6	Communicates with families about children’s food preferences and special needs					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 4 – Self Assessment**

	Review Date					Notes
WORKING WITH FAMILIES (FM)						
Communicating with Families						
E-FM4.1	Establishes program policies and procedures for communicating with families					
Supporting Families						
E-FM4.2	Establishes a program climate that is responsive to the diversity of families being served					
E-FM4.3	Develops a plan for family education about young children's development and learning					
E-FM4.4	Establishes policies and procedures for responding to family crises					
Involving Families						
E-FM4.5	Plans opportunities for families to be involved in program decision-making and evaluation					
PROFESSIONALISM (PR)						
Professional Growth and Development						
E-PR4.1	Participates in advocacy activities that promote quality early care and education					
E-PR4.2	Develops the program's professional development plan to support individual staff professional development and program improvement					
Personal and Professional Behavior						
E-PR4.3	Bases decision-making on knowledge of current research and best practice					
E-PR4.4	Maintains an environment that encourages the professional behavior of staff					
E-PR4.5	Practices effective team-building					
E-PR4.6	Uses a participatory management style that values the knowledge and experience of staff					
E-PR4.7	Leads staff through a process of program evaluation and continuous quality improvement					
MANAGEMENT & ADMINISTRATION (MA)						
Program Development & Evaluation						
E-MA4.1	Develops statement of program's philosophy and mission					
E-MA4.2	Applies state and federal regulations when making program decisions and setting policies					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 4 – Self Assessment**

	Review Date					Notes
E-MA4.3	Establishes and monitors the implementation of policies and procedures that ensure compliance with all laws and regulations regarding health, safety, and nutrition					
E-MA4.4	Applies current research and best practice to program planning					
E-MA4.5	Coordinates with community agencies and professionals, when necessary					
E-MA4.6	Provides resources to support a positive learning environment and the delivery of developmentally appropriate curriculum					
E-MA4.7	Designs and implements a professional development plan for the program, that incorporates individual plans in order to support the personal and professional growth of staff					
E-MA4.8	Establishes a process and procedures for the development and implementation of a developmentally appropriate curriculum that addresses all developmental domains (physical, cognitive, language, social-emotional, and creative expression) and content areas (emergent literacy, mathematics, science, social studies, art, music and movement)					
E-MA4.9	Applies current research and best practice to the development, implementation and evaluation of policies and procedures for child assessment					
E-MA4.10	Develops and evaluates program policies and procedures for behavior management					
E-MA4.11	Applies current research and best practice to the development, implementation and evaluation of policies and practices for establishing positive family-staff relationships					
E-MA4.12	Develops and implements a plan for regular program evaluation that incorporates recognized professional standards					
E-MA4.13	Develops and implements a process for quality improvement planning based on program evaluation					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 4 – Self Assessment**

	Review Date					Notes
Personnel Management						
E-MA4.14	Demonstrates an understanding of laws and regulations applicable to personnel management					
E-MA4.15	Develops and regularly reviews personnel policies, including policies in a staff handbook					
E-MA4.16	Develops and maintains a system for personnel record-keeping that includes information about experience and qualifications					
E-MA4.17	Develops job descriptions for all staff positions					
E-MA4.18	Recruits and selects qualified staff					
E-MA4.19	Conducts orientation for new employees					
E-MA4.20	Develops and implements procedures for staff supervision and performance evaluation					
E-MA4.21	Establishes procedures for staff communication, including planning for staff meetings					
E-MA4.22	Sets clear policies and practices to create a positive, supportive work environment					
E-MA4.23	Implements a system for staff development that includes individual professional development planning based on self-assessment and performance evaluation					
E-MA4.24	Develops strategies to support staff retention					
E-MA4.25	Coordinates and reviews staff benefit programs					
Fiscal Management						
E-MA4.26	Participates in long-range financial planning					
E-MA4.27	Develops an annual budget to support program goals					
E-MA4.28	Implements a system for monitoring revenues and expenses					
E-MA4.29	Manages cash accounts and cash flow					
E-MA4.30	Develops, reviews and periodically updates fiscal policies and procedures					
E-MA4.31	Prepares financial reports and documents					
E-MA4.32	Works with accountant or financial service					

Key 1 – never 2 – sometimes 3 – usually 4 – always

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 4 – Self Assessment**

	Review Date					Notes
E-MA4.33	Maintains financial records					
E-MA4.34	Works effectively with state and federal funding programs					
E-MA4.35	Establishes and monitors a system for payables and receivables					
E-MA4.36	Establishes a staff compensation schedule based on roles, qualifications, experience and performance					
E-MA4.37	Establishes a fee structure for families					
E-MA4.38	Designs an efficient and cost effective purchasing system					
Operations and Administration						
E-MA4.39	Assumes responsibility for compliance with all laws and regulations applicable to early childhood and school-age programs					
E-MA4.40	Develops, reviews and updates a policies and procedures manual					
E-MA4.41	Develops an emergency management plan					
E-MA4.42	Establishes and implements a system for maintenance of program facility					
E-MA4.43	Uses effective risk management strategies, including the implementation of a facility security system and maintenance of appropriate insurance policies					
E-MA4.44	Maintains an adequate inventory of materials and equipment to operate an effective program					
E-MA4.45	Develops staffing patterns and schedules to operate an effective program					
E-MA4.46	Uses technology to enhance the program's business systems and communications					
E-MA4.47	Works effectively within the business structure of the program ie., non-profit, corporation, multi-agency					
E-MA4.48	Develops strategies for communication, education and involvement of boards, advisory groups and agency management					

**Delaware Core Knowledge and Competencies for Early Childhood Professionals
Professional Level 4 – Self Assessment**

	Review Date					Notes
E-MA4.49	Establishes and maintains effective relationships with community-based support services, professional and business organizations and neighborhood and community partners					
E-MA4.50	Develops parent contracts					
E-MA4.51	Establishes and maintains a system of child record-keeping, including children’s health records					
E-MA4.52	Develops and maintains effective marketing strategies					



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