

Kansas Early Childhood Individualized Professional Development Plan (IPDP)

The Individualized Professional Development Plan (IPDP) for Kansas Early Childhood Education Professionals was developed by a work group of the Workforce Development Advisory Group with input from direct service professionals across the state. The Workforce Development Advisory Group is funded through the Workforce Development grant through the Kansas Department for Children and Families and is a collaborative group led by Kansas Child Care Training Opportunities (KCCTO) and made up of representatives from agencies and programs from across the state of Kansas that have an interest in early childhood.

Workgroup members represented a variety of state agencies including Kansas Child Care Training Opportunities (KCCTO), Child Care Aware of Eastern Kansas, Kansas Head Start Association, Kansas Department for Children and Families, KCCTO-KITS Infant-Toddler Specialist Network, and Kansas State Department of Education Family and Consumer Sciences.

Kansas Child Care Training Opportunities (KCCTO)

kccto.org

785-532-7197 or 800-227-2578

kccto@ksu.edu



Table of Contents

What is an Individualized Professional Development Plan?.....	3
Self-Assessment	5
Core Competencies Self-Assessment Worksheets	8
Goal Setting.....	9
Continued Professional Development	15
Supplemental Resources.....	16
Core Competencies	16
Goal Statement Worksheet	17
Outcome Statement Worksheet.....	18
Self-Assessment Example – Content Area III	19
Self-Assessment Example – Notes Page	20
Blank Self-Assessment Notes Page	21
Blank Self-Assessment Worksheets	22

What is an Individualized Professional Development Plan?

What is Professional Development?

First let's start with a few definitions.

A professional:

- is someone who engages in work that needs special training or education

An early childhood professional:

- may be referred to as a caregiver, child care provider, teacher, administrator, or day care provider

Professional development:

- is a continuum of learning and support opportunities designed to prepare individuals with the knowledge, skills, practices, and dispositions needed in a specific profession

Professional development for early childhood educators includes:

- both professional preparation and ongoing professional development;
- training, education, and technical assistance;
- university/college credit-bearing coursework, and preservice and in-service training sessions;
- observation with feedback from a colleague or peer learning communities;
- mentoring, coaching, and other forms of job-related technical assistance

Do you consider yourself a professional? *You are!*

Have you ever thought of your training and education as a way that you continue to develop as a professional? *It is!*

Why are these definitions important?

As with many professions, the field of early care and education continues to evolve. Because new research and recommendations are regularly being introduced to the profession, it is important to continue to expand your knowledge and skills so that you are prepared to provide high quality care and support to young children and their families.

The quality of experiences you provide to young children contributes positively to their development and has a lifelong impact. Therefore, it is important that you, an early childhood professional, strive for the best in yourself both personally and professionally by seeking out quality professional development.

How do I choose professional development?

Some common terms used interchangeably for professional development may include in-service, annual training, conferences, workshops, college courses, or seminars. Additionally, professional development support provided to early childhood professionals may be referred to as coaching, mentoring, and technical assistance. No matter the term, effective professional development should be thoughtful, reflective, and guided by established goals.

Kansas has specific topic and hour requirements for both new and established professionals. While licensing standards and regulations provide the foundation for minimizing risk concerning the health and safety of children, meeting these regulations should not be the only focus of your professional development. Seeking professional development that expands on these topics can increase the quality of experiences of young children in early care settings.

Continued growth in knowledge and skills is essential to improving quality. All early childhood professionals who work with young children should have a strong understanding of child development, current research, and evidence-based best practices. Continued professional development positively correlates with the quality of the experiences of young children in early care and education programs.

What is an Individualized Professional Development Plan? Why is it important?

An Individualized Professional Development Plan (IPDP) is a customized path to reach professional growth.

An IPDP is a tool that guides you through the process of reflecting on your strengths and interests, as well as determining areas that may benefit from additional focus. The information you gain from this process will provide the framework for setting individualized goals for increasing personal knowledge, skills, and expertise.

An effective IPDP helps you:

- evaluate your current knowledge, skills, and expertise through a process of self-reflection
- identify areas for further growth that can inform the development of individualized goals
- document professional development and growth

In the next sections of this document, you will learn how to complete a self-reflection, set concrete goals, and track your professional development.

Self-Assessment

What is self-assessment?

Self-assessment is a key first step in navigating your career.

It is essential to identifying areas of strength, determining areas for further growth, and setting the stage for personal and professional quality improvement. Regular self-assessment helps improve practice, which in turn improves the overall experiences and outcomes of the children and families in your program.

It is important to remember that self-assessment:

- is not a test
- does not demonstrate the mastery of a subject through right or wrong answers
- is an opportunity for self-reflection
- serves as a starting point for goal setting for your future professional growth

Your self-assessment should consider your knowledge and skills in the field of early childhood. Helpful tools in the self-assessment process include:

- a job description
- performance evaluations
- past IPDPs
- early care and education competencies or standards

You can use these tools to provide a foundation for your professional development that you can build on to continuously improve the quality of your care.

However, it is important to take a candid look at your thoughts and feelings about who you are as a professional at the **present moment**. Being honest and giving yourself time to think and feel are important to this process. Only you can answer these and other questions about yourself as a professional, but a supervisor or mentor may guide you in this process.

Why is self-assessment important to professional development and growth?

Self-assessment is a continuous process. Even areas that you initially recognize as strengths may eventually benefit from additional reflection later in your career. For example, your work could potentially be affected when:

- new families enroll their children in your program
- new educators join the program
- you move into a new role at your program
- new ideas and thinking arise from professional learning
- requirements or guidelines change

Any of these situations (or many, many others) could provide valuable opportunities for self-reflection and prompt you to create new professional goals.

How do I complete a self-assessment?

Each early childhood professional will approach the process of self-reflection differently, depending on program type, personal or professional context, and the time available to complete the self-assessment. However, ideally, a self-assessment should be completed and goals should be reviewed at least annually.

Self-Assessment Worksheet Directions

Provided below are directions for completing a self-assessment for direct-service providers (early childhood professionals who work directly with young children) based on the [Kansas and Missouri Core Competencies for Early Childhood and Youth Development Professionals](#).

Step 1 – Choose Your Self-Assessment Focus Area

The **Kansas and Missouri Core Competencies for Early Childhood and Youth Development Professionals** covers 8 Content Areas that relate to Kansas early childhood professionals' work with young children. You can find worksheets for each of the 8 Content Areas in the next section.

When beginning your self-assessment, decide if you want to complete:

- a focused self-assessment (choose one Content Area self-assessment worksheet to complete), OR
- a comprehensive self-assessment (complete a self-assessment worksheet for all of the 8 Content Areas)

Many different factors can help you choose whether to complete either a comprehensive or a focused self-assessment. Examples of factors influencing your choice could include:

- If this is your first time completing an Individualized Professional Development Plan (IPDP), you might find it valuable to complete a **comprehensive** self-assessment to give yourself a baseline.
- If you have previously completed an IPDP, you might choose to complete a **focused** self-assessment when you update your IPDP to build on previously identified goals.

Step 2 – Review the Self-Assessment Worksheet

Remember that the **Kansas and Missouri Core Competencies for Early Childhood and Youth Development Professionals** covers 8 Content Areas that relate to Kansas early childhood professionals' work with young children.

The self-assessment worksheets based on the Core Competencies are color coded by Competency Area. Each worksheet includes the following items:

- A. Identification of the Content Area
- B. Overall Content Area description
- C. Identification of the Content Area standard(s)
- D. Level
- E. Level of Skill breakdown
- F. Essential Knowledge statement
- G. Self-assessment Responses (Always, Sometimes, Not Yet)

A → Content Area I: Child and Youth Growth and Development				
Early childhood and youth development professionals understand how children and youth learn and develop in each of the domains: physical, language and communication, social and emotional, creative, and cognitive. B ←				
Promoting Growth and Development C ← Level 1 D ← F				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Am aware of basic benchmarks for growth and development.			
1b	E Recognize that children and youth have individual needs, characteristics, abilities, and develop at their own rate.			
1c	Recognize that learning develops through experience and active participation.		G	
1d	Accept differences in development.			
1e	Value different personalities.			

Step 3 – Complete the Self-Assessment Worksheet

- Review each Essential Knowledge statement and think about how often you demonstrate the knowledge at this skill level.
- Choose whether you demonstrate the knowledge *always*, *sometimes*, or *not yet*.
 - ALWAYS** means you demonstrate this knowledge in your work often or always
 - SOMETIMES** means you demonstrate this knowledge in your work sometimes, but not consistently
 - NOT YET** means you have not yet learned or demonstrated this knowledge

TIP: After completing the worksheet, review your responses. You might find it helpful to highlight or otherwise mark certain responses in the *Sometimes* or *Not Yet* columns that you feel could be helpful to focus on when setting goals for further professional development.

- Optional – Take notes to explain your reasoning for your *always*, *sometimes*, or *not yet*.

TIP: You might find it helpful to include notes about your responses. For example, you could reflect on a response of *Always* by providing notes about instances you successfully demonstrated the knowledge. Alternatively, you could also reflect on a *Sometimes* or *Not Yet* response by providing examples of instances where it was difficult to demonstrate this knowledge, or your thoughts on why you are not able to demonstrate this knowledge.

Self-Assessment Worksheets Example

Still unsure how exactly to complete a self-assessment?

See the **Supplemental Resources** section at the end of this document for more information on how to access examples from a provider who decided he wanted to complete a focused self-assessment using Content Area 3: Observation and Assessment.

Core Competencies Self-Assessment Worksheets

Now it's your turn!

Self-Assessment Worksheets

These templates mentioned below are focused on the **Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)**. See the Supplemental Resources section at the end of this document for more information on how to access the Core Competencies document.

Need to take notes on your self-assessment responses?

See the **Supplemental Resources** section at the end of this document for more information on how to access a worksheet designed to allow for note taking on your self-assessment responses.

Want to complete a comprehensive self-assessment on all Core Competencies?

See the **Supplemental Resources** section at the end of this document for more information on how to access a worksheet based on all eight Content Areas.

Want to complete a focused self-assessment on a specific Core Competency?

See the **Supplemental Resources** section at the end of this document for more information on how to access worksheets based on the individual Content Areas.

Goal Setting

Goals and Outcomes Explained

You've completed a self-assessment and have a clear idea of what your strengths are and what areas you could continue to grow in. But what should you do with that information?

A great place to start? Goal setting!

Setting a goal might sound easy, but much like New Year's resolutions, if you don't think intentionally about what you want to achieve and how you want to achieve it, it is likely your motivation will fizzle out.

To help you avoid that pit fall, we're here to explain what exactly goals are, how they are different from outcomes, and how you can effectively create and capitalize on both.

Let's jump in!

Goals and Outcomes

You have a desire to change *something*: behavior, knowledge, a situation, a policy or procedure... Where should you start?

Start with goal setting!

Easy, right? You're probably thinking, "I can easily set a goal for myself based on something I want to change, and then with some work that goal will eventually be met!"

Let's break that statement down:

1. I have a goal.
2. That goal is based on something I want to change.
3. That change will take some work.
4. After some work, eventually that change will occur.

You're actually talking about a few things here: your overall goal, your desired outcome, and the steps that you'll need to take to achieve that goal and outcome. While you might think that goals and outcomes are the same thing, the truth is that the journey to achievement starts with a goal and *finishes* with a desired outcome.¹ The two main differences between goals and desired outcomes are:¹

- Goals are general and focus on the big picture, while outcomes are specific and precise.
- Goals are usually not measurable, while outcomes are observable and measurable.

Goals:	Outcomes:
<ul style="list-style-type: none">• Broad/general• Long-term• Serve as a foundation for action• Usually not measurable	<ul style="list-style-type: none">• Specific and precise• Short-term• Include observable and measurable action steps

Need a little more clarification? In the next sections we'll break down both goals and outcomes and guide you through how to set meaningful goals with specific outcomes.

Goals

A goal is a broad statement about the long-term expectation of what should happen as a result of your actions. It serves as the foundation for developing your outcomes. Goals should align with a statement of need. Goals should be only one sentence.²

The characteristics of effective goals are²

- Goals address outcomes, not how outcomes will be achieved
- Goals describe the behavior or condition expected to change
- Goals describe who will be affected by the actions
- Goals lead clearly to one or more measurable results
- Goals are concise

When you are brainstorming your broad goal statement, you want to think about:

- **Why** this goal?
- **What** do you need to change or do to achieve this goal?
- **Who** is impacted by this goal?
- **What** do you ultimately want to occur because of this goal?

Outcomes

Outcomes describe the results to be achieved and the manner in which they will be achieved. They address change (in behavior, skill, knowledge, level of functioning, situation). Multiple outcomes are generally needed to address a single goal.²

Remember to be S.M.A.R.T.!

Well-written outcomes help set priorities and targets for progress and accountability. A helpful strategy for developing well-written outcome statements is to make them S.M.A.R.T.

S.M.A.R.T. is a helpful acronym for developing outcomes that are:

- specific
- measurable
- achievable
- relevant
- time-bound

In order to be effective, outcomes should be clear and leave no room for interpretation.²

References

1. <https://www.forbes.com/sites/forbescoachescouncil/2017/07/27/how-to-understand-the-difference-between-goals-and-outcomes/?sh=27cb1fde15c3>
2. SMART Goals Packet for Strategic Planning (DCF)

Action Verbs

What is an Action Verb?

You will use action verbs when creating your outcome statements (see the "S" in S.M.A.R.T on the previous page).

An action verb is used to describe the way in which learners will demonstrate what knowledge or skills they have obtained. These behaviors are spelled out in terms that are precise and clearly observable or measurable.

In contrast, statements such as "to understand", "to know", or "to enjoy" are ambiguous and lack specific, measurable outcomes. Changes in attitudes, values, or beliefs involve a more complex form of learning and, therefore, are also difficult to evaluate. These behaviors often develop over an extended period of time and cannot be measured immediately.

Sample Action Verbs

Achieve	Collaborate	Earn	Head
Adapt	Collect	Educate	Hire
Advance	Communicate	Encourage	Identify
Apply	Complete	Enforce	Implement
Assess	Contribute	Explain	Improve
Assist	Coordinate	Explore	Incorporate
Budget	Decide	Facilitate	Increase
Build	Determine	Focus	Initiate
Change	Develop	Generate	Inspire
Clarify	Document	Guide	Justify

Lead	Perceive	Schedule	Target
Locate	Perform	Select	Teach
Maintain	Plan	Serve	Train
Manage	Prepare	Spearhead	Transfer
Mentor	Prioritize	Specialize	Unify
Modify	Provide	Streamline	Update
Negotiate	Recommend	Structure	Use
Obtain	Research	Succeed	Verify
Organize	Review	Supervise	Volunteer
Participate	Revise	Support	

How to Create a Goal Statement

Outline Your Vision

By now, you've probably been thinking of possible goals and how you want to be *successful in producing your desired or intended result*. What you've just defined here is a goal that is "effective." In order to

achieve the results you want, you need to make sure you are setting yourself up for success by creating an effective goal. To do this, you need to first engage in a little planning. After all:

"A goal without a plan is just a wish." ~ Antoine de Saint Exupery

Brainstorming 101

Remember the characteristics of effective goals we discussed in **Goals and Outcomes Explained**? Now that you understand what makes up an effective goal, you can begin to craft your goal statement by asking yourself several brainstorming questions to help you clarify your thoughts.

Write a statement that broadly encompasses the idea of what you want to accomplish. Think about that statement when answering the following questions.

1. **Why** this goal?
 - State the need for the goal. Think about any gaps, problems, dreams or ambitions that have led you to developing this goal.
2. **What** do you need to change or do to achieve this goal?
 - State the behavior or condition that needs to change. Think about what needs to be learned or applied as you work to achieve your goal.
3. **Who** is impacted by this goal?
 - Identify the person, people, or organization(s) that are impacted by this goal.
4. **What** do you want to occur because of this goal?
 - State the ultimate outcome you are trying to achieve.

Your Goal Statement

Now that you've thought more deeply about your goal, you are ready to formulate a concise goal statement. Some example formats could include:

[ACTION VERB]	[OUTCOME]	[BEHAVIOR/CONDITION CHANGE]
Increase	family involvement	by hosting family events.

[BEHAVIOR/CONDITION CHANGE]	[ACTION VERB]	[OUTCOME]
Demonstrate my knowledge and experience	by earning	a CDA.

[ACTION VERB]	[BEHAVIOR/CONDITION CHANGE]	[OUTCOME]
Build	a more natural outdoor play area	so children have the opportunity for nature play and exploration.

Goal Statement Worksheet

Need help organizing your thoughts? See the Supplemental Resources section at the end of this document for more information on a worksheet that is available to help you write out your goal statement.

How to Create an Outcome Statement

Create Measurable Steps to Achieve Your Goal

You've created your goal statement. Now what? If you remember from **Goals and Outcomes Explained**, goals address outcomes but not how outcomes will be achieved.

In the sections below, you'll learn how to create clear outcome statements that show you exactly what steps you can take to make your goal a reality.

S.M.A.R.T. Brainstorming

Use the table below to think about the pieces of a S.M.A.R.T. outcome of your goal.

Specific	<ul style="list-style-type: none">• Includes both "who" and "what".• Uses only one action verb to avoid issues with measurement success.
Measurable	<ul style="list-style-type: none">• How much change is expected?• It must be possible to count or otherwise quantify an activity or its results.• Includes a method for data collection.• Measure at the beginning and end to document change.
Achievable	<ul style="list-style-type: none">• Outcomes reflect the time frame, are attainable, and realistic given resources (i.e., financial, staffing, technology, etc.)
Relevant	<ul style="list-style-type: none">• Are the outcomes related to the goal?• Are the steps measurable and lead to achieving the final outcome?• Are the decisions and outcomes reasonable and necessary to reach the goal?
Time-bound	<ul style="list-style-type: none">• Provide a time frame indicating when the outcome will be measured (e.g., weekly, monthly, quarterly).• Decide when the final outcomes should be achieved.

Your Outcome Statement

Now that you've thought more deeply about your outcome, you are ready to formulate a S.M.A.R.T. and concise outcome statement. Some example formats could include:

- **Example goal statement:** Increase family involvement by hosting family events.
 - Example outcome statements focused on increased family involvement:

[ACTION VERB]	[MEASUREMENT]	[BEHAVIOR/CONDITION CHANGE]	[TIME FRAME]
Schedule	three (3)	family events	within the next 6 months.

[TIME FRAME]	[ACTION VERB]	[MEASUREMENT]	[BEHAVIOR/CONDITION CHANGE]
Within the next two (2) weeks,	recruit	25% of families	to help plan family events.

- **Example goal statement:** Demonstrate my knowledge and experience by earning a CDA.
 - Example outcome statements focused on earning a CDA.

[ACTION VERB]	[MEASUREMENT]	[BEHAVIOR/CONDITION CHANGE]	[TIME FRAME]
Complete	120 clock hours	of professional development training	within nine (9) months.

[TIME FRAME]	[ACTION VERB]	[MEASUREMENT]	[BEHAVIOR/CONDITION CHANGE]
By October 2023,	complete	50%	of my professional portfolio.

- **Example goal statement:** Build a more natural outdoor play area so children have the opportunity for nature play and exploration.
 - Example outcome statement focused on providing children the opportunity for nature play and exploration.

[ACTION VERB]	[MEASUREMENT]	[TIME FRAME]	[BEHAVIOR/CONDITION CHANGE]
Create	a budget plan	by November 15th	using an online budget tool.

Outcome Statement Worksheet

Need help organizing your thoughts? See the Supplemental Resources section at the end of this document for more information on a worksheet that is available to help you write out your outcome statement.

Continued Professional Development

Professional Development

After completing your Individualized Professional Development Plan, you might realize that your goal or outcome(s) include the need to complete additional professional development. Professional development opportunities that may help you meet your goal and outcomes include:

- In-service training
 - Online, in-person, or virtual training
 - With this type of training, you can earn clock hour or continuing education unit (CEU) credits
- Higher education
 - Online or in-person college courses
 - With this type of education, you can earn credit hours from 2- or 4-year institutions (community colleges or universities)
- Technical Assistance
 - Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients
 - This could include coaching, mentoring, consultation, and professional development advising

Where can I find professional development?

Many organizations and institutions in Kansas offer training, education, and technical assistance opportunities. Visit the websites below to explore what organizations are available to you.

In-Service Training

- Child Care Aware of Kansas
- Kansas Children's Service League
- Kansas Enrichment Network
- Kansas Inservice Training System
- KCCTO
- KS Train

Higher Education

- Kansas Association of Community Colleges - Promise Scholarship Institutions
- Kansas Board of Regents - Public Institutions

Technical Assistance

- Child Care Aware of Kansas Provider Support Center
- Kansas Department of Health and Environment Child Care Licensing
- KCCTO Technical Assistance

Supplemental Resources

The supplemental resources listed below are available in the following pages. You can also request additional print versions of these resources be provided to you by the agency supporting you with completing your IPDP, or you can download and print these documents at the link found at the bottom of this page.

- Goal Statement Worksheet
- Outcome Statement Worksheet
- Self-Assessment Example – Content Area III
- Self-Assessment Example – Notes Page
- Blank Self-Assessment Notes Page
- Blank Self-Assessment Worksheet - Content Area I
- Blank Self-Assessment Worksheet - Content Area II
- Blank Self-Assessment Worksheet - Content Area III
- Blank Self-Assessment Worksheet - Content Area IV
- Blank Self-Assessment Worksheet - Content Area V
- Blank Self-Assessment Worksheet - Content Area VI
- Blank Self-Assessment Worksheet - Content Area VII
- Blank Self-Assessment Worksheet - Content Area VIII

Core Competencies

You can view, download, and print the full **Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)** document in both English and Spanish at the following link:

- <https://ks.childcareaware.org/professional-development/>

Goal Statement Worksheet

1. Write a statement that broadly encompasses the idea of what you want to accomplish. Use this statement to answer the following questions.	
2. Why this goal?	State the need for the goal. Think about any gaps, problems, dreams, or ambitions that have led you to developing this goal.
3. What do you need to change or do to achieve this goal?	State the behavior or condition that needs to change. Think about what needs to be learned or applied as you work to achieve your goal.
4. Who is impacted by this goal?	Identify the person, people, or organization(s) that are impacted by this goal.
5. What do you want to occur because of this goal?	State the ultimate outcome you are trying to achieve.
6. Formulate a concise goal statement using your answers to the questions above.	

Outcome Statement Worksheet

Write your concise goal statement. Use this statement to think about the pieces of a S.M.A.R.T. outcome of your goal.	
Specific	What specifically do you want to accomplish? Use only one action verb to avoid issues with measuring success. Who will accomplish it/who is involved?
Measurable	How much change is expected? When will you collect a baseline measurement and measure change? At the beginning, end, or both? What is your method of data collection? It must be possible to count or otherwise quantify an activity or its results. Make sure the source of and mechanism for collecting measurement data can be identified and is feasible.
Achievable	What resources are currently available to help you achieve this outcome? If resources are not currently available, what do you need and how will you get it? Who can you consult to help you consider what resources are available or needed? Think of colleagues, supervisors, trainers, or coaches/mentors.
Relevant	Outcomes should be related to your broad goal statement and propose reasonable steps that can be implemented within a specific timeframe.
Time-Bound	Provide a time frame indicating when the outcome will be measured or a time by when the outcome will be met.
Formulate a concise outcome statement after reflecting on your answers to the questions above.	

Self-Assessment Example – Content Area III

Content Area III: Observation and Assessment

Early childhood and youth development professionals continually communicate, interact, and observe to assist in the understanding of the behaviors of children and youth. Observations and assessments develop goals that produce positive outcomes for children and youth.

Observing and Assessing Children and Youth

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Recognize that observation and assessment are ongoing processes.	✓		
1b	Maintain confidentiality regarding observation and assessment information.	✓		
1c	Assist with the collection of information about growth, development, and learning.	✓		

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Collect and organize information while following appropriate procedures for observation, assessment, and referrals.	✓		
2b	Assess children and youth using appropriate services and resources, including technology.		✓	

Level 3

Level	I / I can:	Always	Sometimes	Not Yet
3a	Discuss the purposes, benefits, and uses of informal and formal assessments.		✓	
3b	Engage in ongoing assessment of individual growth, development, and learning and apply this knowledge to practice.		✓	
3c	Recommend appropriate referrals based on observation, documentation, and assessment.		✓	

Level 4

Level	I / I can:	Always	Sometimes	Not Yet
4a	Develop a plan that utilizes assessment information to improve curriculum and modify learning experiences.		✓	
4b	Interpret assessment results and communicate them in a clear and supportive manner.		✓	
4c	Implement formal and informal assessment tools for individual and group learning.		✓	
4d	Collaborate to create partnerships for assessment.		✓	
4e	Analyze and evaluate observation and assessment data and applies knowledge to practice.			✓

Level 5

Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting observation and assessment.			✓

Self-Assessment Example – Notes Page

TIP: You might find it helpful to include notes about your responses. For example, you could reflect on a response of *Always* by providing notes about instances you successfully demonstrated the knowledge. Alternatively, you could also reflect on a *Sometimes* or *Not Yet* response by providing examples of instances where it was difficult to demonstrate this knowledge, or your thoughts on why you are not able to demonstrate this knowledge.

Content Area	Standard	Level	Self-Assessment Response	Notes
III	Observing and Assessing Children and Youth	1b	Always	I make sure to always use children’s initials when recording observations or taking notes.
III	Observing and Assessing Children and Youth	3a	Sometimes	I know the purposes, benefits, and uses of informal and formal assessments, but I need to work on being better about explaining this to families.
III	Observing and Assessing Children and Youth	5a	Not Yet	I don’t keep up with current research, theory, or policy. I need to find out what reliable sources would be best to get this information from and plan to regularly check it so that I can better communicate to families how important observation and assessment is.

Blank Self-Assessment Notes Page

TIP: You might find it helpful to include notes about your responses. For example, you could reflect on a response of *Always* by providing notes about instances you successfully demonstrated the knowledge. Alternatively, you could also reflect on a *Sometimes* or *Not Yet* response by providing examples of instances where it was difficult to demonstrate this knowledge, or your thoughts on why you are not able to demonstrate this knowledge.

Content Area	Standard	Level	Self-Assessment Response	Notes

Content Area I: Child and Youth Growth and Development

Early childhood and youth development professionals understand how children and youth learn and develop in each of the domains: physical, language and communication, social and emotional, creative, and cognitive.

Promoting Growth and Development

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Am aware of basic benchmarks for growth and development.			
1b	Recognize that children and youth have individual needs, characteristics, abilities, and develop at their own rate.			
1c	Recognize that learning develops through experience and active participation.			
1d	Accept differences in development.			
1e	Value different personalities.			

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Identify benchmarks related to physical, language and communication, social and emotional, creative, and cognitive development.			
2b	Promote growth and development using appropriate services and resources, including technology.			
2c	Identify different temperaments, personalities, and learning styles.			

Level 3

Level	I / I can:	Always	Sometimes	Not Yet
3a	Communicate physical, language and communication, social and emotional, and creative, and cognitive differences among children and youth.			
3b	Employ practices to support an inclusive philosophy.			
3c	Explain major research-based theories related to growth and development.			

Level 4

Level	I / I can:	Always	Sometimes	Not Yet
4a	Collaborate with others to promote growth and development.			
4b	Apply research-based theories of growth and development to planning and practice.			
4c	Explain the multiple influences on development and learning.			

Level 5

Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy to promote the growth and development of children and youth.			
5b	Integrate information on growth, development, learning patterns, diverse abilities, and multiple intelligences and apply to practice.			

Content Area II: Learning Environment and Curriculum

Early childhood and youth development professionals establish an environment that provides learning experiences that meet the needs, interests, development, and skill levels of each child and youth.

Creating a Developmentally Appropriate Learning Environment and Curriculum

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Explain Developmentally Appropriate Practice.			
1b	Recognize the importance of creating a developmentally appropriate learning environment and following a curriculum.			
1c	Identify aspects of a developmentally appropriate environment and learning plan.			
1d	Discuss how children and youth learn through relationships, activities, and play.			
1e	Engage children and youth in activities that meet the individual needs, interests, development, and skill levels.			

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Provide an interesting, secure, and inclusive environment to encourage play, exploration, and learning across the developmental domains.			
2b	Create developmentally appropriate learning environments and curriculum using appropriate services and resources, including technology.			

Level 3

Level	I / I can:	Always	Sometimes	Not Yet
3a	Create environments and learning experiences to value, affirm, and respect diverse needs and abilities			
3b	Design and implement learning opportunities that include goals and objectives.			
3c	Use a broad collection of effective teaching/learning strategies, tools, and approaches to meet individual needs and enhance learning.			

Level 4

Level	I / I can:	Always	Sometimes	Not Yet
4a	Apply content knowledge, concepts, and skills to create a developmentally appropriate learning environment and integrated curriculum.			
4b	Reflect on the effectiveness of learning environments and curriculum to meet individual needs, interests, development, and skill levels and makes appropriate changes.			
4c	Develop a learning environment and curriculum using major theories of child and youth development.			

Level 5

Level	I / I can:	Always	Sometimes	Not Yet

5a	Evaluate, apply, and articulate current theory, resources, research, and policy on learning environments, teaching, and curriculum.			
Promoting Physical Development				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Closely supervise and interact with children and youth during physical activities.			
1b	Assist with fine and gross motor skill development.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Provide a learning environment where children and youth can explore and develop physical motor skills.			
2b	Adapt physical motor activities and interactions to support diverse needs and abilities.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Incorporate activities promoting physical development across curricular areas.			
3b	Identify the importance of sensory integration and its impact on learning.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Evaluate the appropriateness and effectiveness of physical development activities.			
4b	Explain perceptual motor development and its impact on learning.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting physical development.			
Promoting Language and Communication Development				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Model appropriate and respectful communication skills.			
1b	Encourage children and youth to communicate in a variety of ways.			
1c	Respond to communication in a positive and timely manner.			

Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Provide a learning environment to promote the development and exploration language and communication skills.			
2b	Adapt language communication activities and interactions to support diverse needs and abilities.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Incorporate activities promoting language and communication development across curricular areas.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Evaluate the appropriateness and effectiveness of language and communication activities and interactions.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting language and communication development.			
Promoting Social and Emotional Development				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Encourage age appropriate emotional expression.			
1b	Model appropriate social interactions.			
1c	Recognize that change, separation, stress, and transition affect social and emotional development and behavior.			
1d	Appreciate how children and youth develop a sense of self.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Provide a safe learning environment where children and youth can explore and develop socially and emotionally.			
2b	Help children and youth communicate and get along with others in a safe and inclusive environment.			
2c	Adapt activities and interactions to support social and emotional development.			
2d	Guide children and youth in expressing their feelings and asserting themselves in socially acceptable ways.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Incorporate activities promoting social and emotional development across curricular areas.			

3b	Support children and youth in developing a sense of self.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Evaluate the appropriateness and effectiveness of activities and interactions relating to social and emotional development.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting social and emotional development.			
Promoting Creative Development				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Recognize and support individual expression.			
1b	Encourage children and youth to try new activities.			
1c	Provide equipment and materials that can be used in a variety of ways to encourage imagination and creativity.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Provide a learning environment where children and youth can explore and develop creative skills.			
2b	Adapt creative activities and interactions to support diverse needs and abilities.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Incorporate activities promoting creative development across curricular areas.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Evaluate the appropriateness and effectiveness of creative activities.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting creative development.			
Promoting Cognitive Development				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Extend learning through questions and conversations.			

1b	Model listening and am responsive to encourage learning.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Provide a learning environment where children and youth can explore and develop cognitive skills.			
2b	Adapt cognitive activities and interactions to support diverse needs and abilities.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Incorporate activities promoting cognitive development across curricular areas.			
3b	Provide activities and interactions that promote critical-thinking and problem-solving skills.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Evaluate the appropriateness and effectiveness of cognitive activities and interactions.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting cognitive development.			

Content Area III: Observation and Assessment

Early childhood and youth development professionals continually communicate, interact, and observe to assist in the understanding of the behaviors of children and youth. Observations and assessments develop goals that produce positive outcomes for children and youth.

Observing and Assessing Children and Youth

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Recognize that observation and assessment are ongoing processes.			
1b	Maintain confidentiality regarding observation and assessment information.			
1c	Assist with the collection of information about growth, development, and learning.			

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Collect and organize information while following appropriate procedures for observation, assessment, and referrals.			
2b	Assess children and youth using appropriate services and resources, including technology.			

Level 3

Level	I / I can:	Always	Sometimes	Not Yet
3a	Discuss the purposes, benefits, and uses of informal and formal assessments.			
3b	Engage in ongoing assessment of individual growth, development, and learning and apply this knowledge to practice.			
3c	Recommend appropriate referrals based on observation, documentation, and assessment.			

Level 4

Level	I / I can:	Always	Sometimes	Not Yet
4a	Develop a plan that utilizes assessment information to improve curriculum and modify learning experiences.			
4b	Interpret assessment results and communicate them in a clear and supportive manner.			
4c	Implement formal and informal assessment tools for individual and group learning.			
4d	Collaborate to create partnerships for assessment.			
4e	Analyze and evaluate observation and assessment data and applies knowledge to practice.			

Level 5

Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting observation and assessment.			

Content Area IV: Families and Communities

Early childhood and youth development professionals work collaboratively with families and agencies/organizations to meet the needs of children, youth, and families while encouraging the community's involvement with early childhood and youth development.

Communicating with Families

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Communicate respectfully and positively with families from a variety of cultural and socio-economic backgrounds.			
1b	Respect the choices and goals families make for their children.			

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Engage families in discussions regarding their child's development.			
2b	Communicate with and assist families by sharing appropriate services, resources, and technology.			

Level 3

Level	I / I can:	Always	Sometimes	Not Yet
3a	Engage families in discussions to promote respectful partnerships.			
3b	Share information with families about the relationship between learning activities and development.			

Level 4

Level	I / I can:	Always	Sometimes	Not Yet
4a	Partner, plan, and communicate to enhance family support and participation.			

Level 5

Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy to promote family communication.			

Building Relationships with Families

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Develop and maintain open, friendly, cooperative, and respectful relationships with families.			
1b	Recognize and respect that factors may influence how families nurture and support their child.			
1c	Protect children, youth, and family confidentiality.			
1d	Identify ways to support the relationship between children and their families.			

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Respect the family's role in, influence on, and responsibility for education and development.			
2b	Explore the use of different resources, including technology, to build relationships with families.			
2c	Create and provide opportunities for continual family involvement throughout the program.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Demonstrate a strengths-based approach when working with families.			
3b	Identify and demonstrate support for families through reciprocal relationships.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Develop partnerships with families to support their child's learning, development, and well-being.			
4b	Articulate and integrate theories of family development.			
4c	Assess, plan, and conduct activities for family support and participation.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting relationships with families.			
5b	Review the effectiveness of family involvement activities and modifies as needed.			
Building Partnerships within Communities				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Recognize and use community resources to support and assist families.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Identify the larger community context in which children, youth, and families live.			
2b	Build relationships within communities using appropriate services and resources, including technology.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Establish positive relationships with community partners.			
Level 4				

Level	I / I can:	Always	Sometimes	Not Yet
4a	Develop partnerships with community members to support learning, development, and well-being of children and youth.			
4b	Recognize the influence of community norms on relationships, environment, and learning.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting relationships within communities.			
5b	Represent children and youth in collaborative community endeavors to support learning, development, and well-being.			

Content Area V: Health and Safety

Early childhood and youth development professionals establish and maintain an environment that manages risk, ensures safety, promotes physical and mental well-being, and encourages healthy nutrition.

Promoting Risk Management Practices

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Protect others by following health and safety regulations and policies.			
1b	Identify, document, and report suspected child abuse and neglect as mandated by law.			
1c	Respond calmly and effectively to a crisis.			
1d	Practice safety awareness including personal safety.			

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Communicate and follow emergency preparedness plans.			
2b	Promote risk management practices using appropriate services and resources, including technology.			
2c	Ensure adherence to health and safety regulations and policies.			

Level 3

Level	I / I can:	Always	Sometimes	Not Yet
3a	Develop procedures and emergency preparedness plans.			
3b	Develop and implement systems for documentation and notification of suspected child abuse and neglect, in accordance with state law.			

Level 4

Level	I / I can:	Always	Sometimes	Not Yet
4a	Articulate and monitor adherence to regulations and policies pertaining to health and safety.			
4b	Anticipate and plans for potential risks to protect children, youth, and adults.			
4c	Assess how regulations, policies, and procedures affect the program.			

Level 5

Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting risk management practices.			

Protecting Children and Youth

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Recognize and maintain safe indoor and outdoor areas.			
1b	Follow safe practices.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Assess and adapt environments, including when away from the facility, to ensure the safety of children and youth.			
2b	Plan experiences to keep children and youth safe.			
2c	Promote safety using appropriate services, resources, and technology.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Create safe environments and procedures for children, youth, and adults.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Collaborate with others to ensure adherence to the safety of children and youth.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy protecting children and youth.			
Promoting Physical Health				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Follow practices to support the health of each child and youth.			
1b	Model healthy lifestyle practices.			
1c	Maintain sanitary environments.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Monitor the environment for healthy practices, making improvements as necessary.			
2b	Implement procedures to promote physical health.			
2c	Plan experiences to promote health and fitness.			

2d	Recognize children and youth's exploration and curiosity about the human body and responds appropriately.			
2e	Use appropriate services and resources, including technology, to promote each child's and youth's physical health.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Design and assess environments and procedures to protect the health of children, youth, and adults.			
3b	Identify physical signs of stress and trauma and makes appropriate referrals.			
3c	Accommodate diverse health needs and abilities.			
3d	Promote a healthy lifestyle.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Collaborate with others to promote physical health and fitness.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting physical health.			
Promoting Mental Health				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	State the importance of mental wellness and how it connects to the individual's overall health.			
1b	Recognize that children and youth have individual mental health needs and require an individualized response.			
1c	Understand the need for positive and consistent relationships.			
1d	Follow practices to support the emotional well-being of children and youth.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Respond individually to unique mental health needs.			
2b	Recognize the characteristics of a healthy sense of self and the related ability to make appropriate choices.			
2c	Promote each child's and youth's ability to maintain consistent relationships with peers and adults.			
2d	Promote mental health using appropriate services and resources, including technology.			

Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Recognize signs of stress and emotional trauma and make appropriate referrals.			
3b	Monitor and implement strategies to support the mental well-being of children and youth.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Collaborate with others to promote mental health.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting mental health.			
Promoting Healthy Eating				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Follow practices to support the nutritional needs of children and youth.			
1b	Model healthy eating practices.			
1c	Promote age-appropriate activities and interactions to support nutrition and healthy eating practices.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Identify the roles and responsibilities of adults when providing food to children and youth.			
2b	Plan experiences to promote nutrition and healthy eating practices.			
2c	Communicate with others about the nutritional needs and preferences of children and youth.			
2d	Review the nutrition program, making improvements as necessary.			
2e	Promote healthy eating practices by using appropriate services and resources, including technology.			
2f	Accommodate diverse nutritional needs and eating practices.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Incorporate activities promoting healthy nutrition across curricular areas.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet

4a	Collaborate with others to promote nutrition.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting nutrition.			

Content Area VI: Interactions with Children and Youth

Early childhood and youth development professionals establish supportive relationships with children and youth, and work to guide and empower them as individuals and as a part of a group.

Providing Individual Guidance

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Guide behavior in positive ways.			
1b	Demonstrate developmentally appropriate guidance approaches and interactions.			
1c	Model and practice a positive attitude and respect for self and others.			

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Provide a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors.			
2b	Provide individual guidance using appropriate services and resources, including technology.			

Level 3

Level	I / I can:	Always	Sometimes	Not Yet
3a	Use age-appropriate guidance strategies.			
3b	Partner with others to develop and implement individualized guidance strategies.			

Level 4

Level	I / I can:	Always	Sometimes	Not Yet
4a	Apply theories of child and youth development to improve guidance strategies.			
4b	Individualize and improve guidance through observation and assessment data.			
4c	Apply differentiated instructional and guidance techniques to meet diverse needs and abilities.			

Level 5

Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting individual guidance.			

Enhancing Group Experiences

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	State the importance of flexibility when working with children and youth in groups.			

1b	Recognize that working with groups is different from working with individuals.			
1c	Consider development, interests, age, abilities, and skill levels when grouping children and youth.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Provide organization and flexibility when working with children and youth in groups.			
2b	Enhance group experiences using appropriate services and resources, including technology.			
2c	Recognize how group dynamics affect the learning process.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Plan and guide activities to teach children and youth how to be a group member.			
3b	Design and adapt group experiences to promote engagement and learning.			
3c	Observe group activities and transitions to enhance individual experiences.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Utilize group management strategies based on theories of child and youth development.			
4b	Analyze observation and assessment data to improve group experiences.			
4c	Design and develop effective group activities and interactions based on current research and curriculum.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy enhancing group experiences.			
Engaging and Empowering Children and Youth				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Provide an environment that offers choices.			
1b	Promote and support child-initiated and youth-led learning activities.			
1c	Provide children and youth with leadership opportunities.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet

2a	Support active participation of children and youth in the program.			
2b	Develop relationships with children and youth while respecting cultural differences in participation style.			
2c	Foster critical thinking, decision-making, problem-solving, and goal-setting skills.			
2d	Engage children and youth in leadership activities.			
2e	Maintain appropriate emotional and physical boundaries between children, youth, and adults.			
2f	Use appropriate services and resources, including technology, to engage and empower children and youth.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Develop the capacity for self-reflection, communication, empathy, and tolerance of diverse opinions and cultures in children and youth.			
3b	Provide children and youth with opportunities to serve others.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Design activities to support leadership opportunities.			
4b	Facilitate strategic planning that involves children and youth.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy regarding engaging and empowering children and youth.			
5b	Analyze organizational culture and implement changes that demonstrate the value and need for child and youth leadership, voice, engagement, and empowerment.			

Content Area VII: Program Planning and Development

Early childhood and youth development professionals actively participate in program planning, delivery, and evaluation of early childhood and youth development programs. Program development, implementation, and management are essential elements to reach program outcomes.

Planning and Evaluating the Program

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Follow program’s mission and policies.			

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Support and implements the program’s mission and policies.			
2b	Promote program planning and evaluation using appropriate services and resources, including technology.			

Level 3

Level	I / I can:	Always	Sometimes	Not Yet
3a	Participate in strategic planning and goal setting for program improvement.			
3b	Incorporate cultural diversity into the daily program.			
3c	Implement strategies to promote the value of the program in the community.			
3d	Align practices with program policies and procedures.			

Level 4

Level	I / I can:	Always	Sometimes	Not Yet
4a	Develop and monitor program policies and procedures that integrate laws, regulations, and professional standards.			
4b	Manage program resources effectively.			
4c	Identify and interpret program evaluation methods.			
4d	Promote collaborations to support the program.			

Level 5

Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting program planning and evaluation.			

Managing Personnel

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Follow program personnel policies and procedures.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Implement principles of teamwork in interactions with others.			
2b	Promote personnel management practices using appropriate services and resources, including technology.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Demonstrate the ability to strengthen the program's team.			
3b	Develop personnel policies and procedures that integrate professional standards with laws and regulations.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Recruit and manage staff and volunteers.			
4b	Establish an organizational culture where staff and volunteers feel valued, competent, and safe.			
4c	Adhere to employment laws and regulations.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting personnel management.			
Managing Finances				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Follow program financial policies and procedures, including standards and regulations.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Promote financial management practices using appropriate services and resources, including technology.			
2b	Operate within the budget.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Develop and adhere to a budget.			

3b	Develop a fiscal business plan that reflects the program's mission, philosophy, and financial position.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Analyze, maintain, and evaluate the budget.			
4b	Communicate the program's budget and financial status.			
4c	Adhere to financial laws and regulations.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting financial management.			

Content Area VIII: Professional Development and Leadership

Early childhood and youth development professionals demonstrate their commitment to children, youth, families, and communities through actions and behaviors that demonstrate a high level of ethical conduct. Professionals increase their knowledge and skills in the content areas through ongoing training and education.

Displaying Professionalism in Practice

Level 1

Level	I / I can:	Always	Sometimes	Not Yet
1a	Model a positive attitude when working with children and youth.			
1b	Act ethically, maintaining confidentiality and impartiality, based on a professional code of ethics.			
1c	Improve teaching and learning through professional work habits.			
1d	Demonstrate the ability to work effectively with others.			

Level 2

Level	I / I can:	Always	Sometimes	Not Yet
2a	Balance demands of personal and professional commitments.			
2b	Demonstrate commitment to a professional code of ethics and other professional guidelines.			
2c	Promote professionalism using appropriate skills, services, and resources, including technology.			
2d	Interact with others in a professional manner.			

Level 3

Level	I / I can:	Always	Sometimes	Not Yet
3a	Demonstrate positive relationships and supportive interactions when caring for children and youth.			
3b	Promote professionalism and ethical responsibilities by following a professional code of ethics.			
3c	Describe the relationship between theory and practice.			
3d	Demonstrate oral, written, and technological skills appropriate to one's professional role.			

Level 4

Level	I / I can:	Always	Sometimes	Not Yet
4a	Respond to challenges as opportunities for professional growth.			
4b	Articulate a personal philosophy of education, based on knowledge of child and youth development, best practices, and a code of ethics.			

Level 5

Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting professionalism and a professional code of ethics.			
5b	Apply oral, written, and technological communication skills to one's specialized professional role.			
Developing as a Professional				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Indicate awareness of professional standards.			
1b	Follow a professional development plan.			
1c	Seek knowledge through interactions with other professionals.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Build personal and professional competence by using appropriate skills, services, and resources, including technology.			
2b	Develop and implement a professional development plan.			
2c	Participate in activities, projects, and events within the field.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Develop a personal philosophy of education.			
3b	Practice ongoing self-reflection, self-assessment, and problem-solving strategies to promote professional growth.			
3c	Engage in continuous, collaborative professional development for the benefit of self and others.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Create professional development opportunities for others.			
4b	Evaluate and select resources for ongoing professional development.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting ongoing professional growth.			
Displaying Leadership and Promoting Advocacy				

Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Respond to the individual needs of children, youth, and families.			
1b	Identify characteristics of leadership.			
1c	Recognize the need to be a voice for children, youth, and families.			
Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Display leadership traits and identifies strategies for advocacy.			
2b	Promote leadership and advocacy using appropriate skills, services, and resources, including technology.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Participate in leadership and advocacy opportunities within the profession.			
3b	Encourage and empower others to engage in advocacy and leadership.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Serve in leadership roles within the profession.			
4b	Advocate for best practices in child and youth development.			
4c	Advocate for programs and policies that impact the overall quality of services for children, youth, and families.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting leadership and advocacy.			
5b	Create opportunities for others to serve in leadership and advocacy roles.			
Displaying Cultural Awareness and Respect				
Level 1				
Level	I / I can:	Always	Sometimes	Not Yet
1a	Develop awareness of own cultural beliefs and practices.			
1b	Seek new knowledge regarding diversity in cultural beliefs and practices.			

Level 2				
Level	I / I can:	Always	Sometimes	Not Yet
2a	Value cultural differences in children, youth, and families.			
2b	Promote cultural awareness and respect using appropriate skills, services, and resources, including technology.			
Level 3				
Level	I / I can:	Always	Sometimes	Not Yet
3a	Increase own understanding of different cultural groups, including one's own cultural identities, beliefs, practices, and biases.			
3b	Establish an inviting and nurturing educational environment that respects and values each child and youth.			
3c	Communicate the cultural and environmental effects on learning, behavior, and development.			
Level 4				
Level	I / I can:	Always	Sometimes	Not Yet
4a	Challenge biases and stereotypes.			
4b	Support the cultural identity, beliefs, and practices of each child and youth.			
4c	Incorporate global perspectives while avoiding stereotypes.			
4d	Connect teaching and learning approaches to the experiences and cultures of others.			
4e	Create a trusting environment by employing multicultural strategies and teaching tolerance.			
Level 5				
Level	I / I can:	Always	Sometimes	Not Yet
5a	Evaluate, apply, and articulate current theory, resources, research, and policy promoting cultural competence and responsiveness.			
5b	Analyze organizational culture and implement changes that foster more equitable and culturally relevant and responsive practices.			