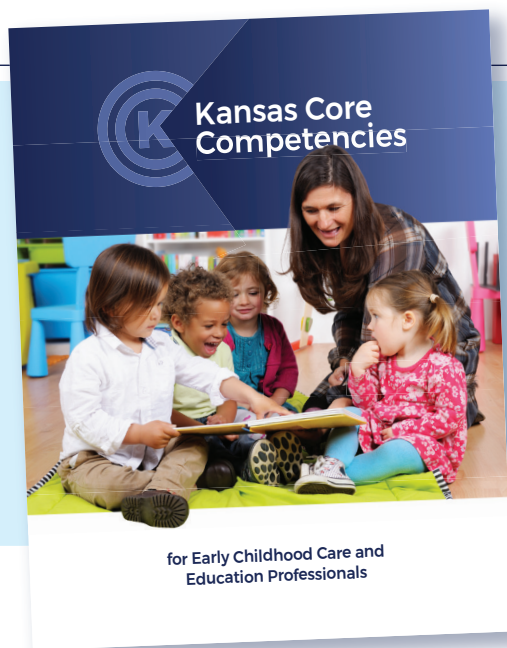


Self-Assessment

Kansas Core Competencies for Early Childhood Care and Education Professionals



Below are steps for completing a Self-Assessment based on the *Kansas Core Competencies for Early Childhood Care and Education Professionals*.

Step 1. Choose Your Self-Assessment Focus Area

The *Kansas Core Competencies for Early Childhood Care and Education Professionals* covers nine domains related to early childhood care and education professional's work with Kansas children. The next section contains worksheets for each of the nine domains.

When beginning your Self-Assessment, decide if you want to complete:

- a focused Self-Assessment (choose one domain Self-Assessment worksheet to complete), OR
- a comprehensive Self-Assessment (complete a Self-Assessment worksheet for all nine domains)

Step 2. Complete the Self-Assessment

Review each competency statement and how often you demonstrate the knowledge at this skill level.

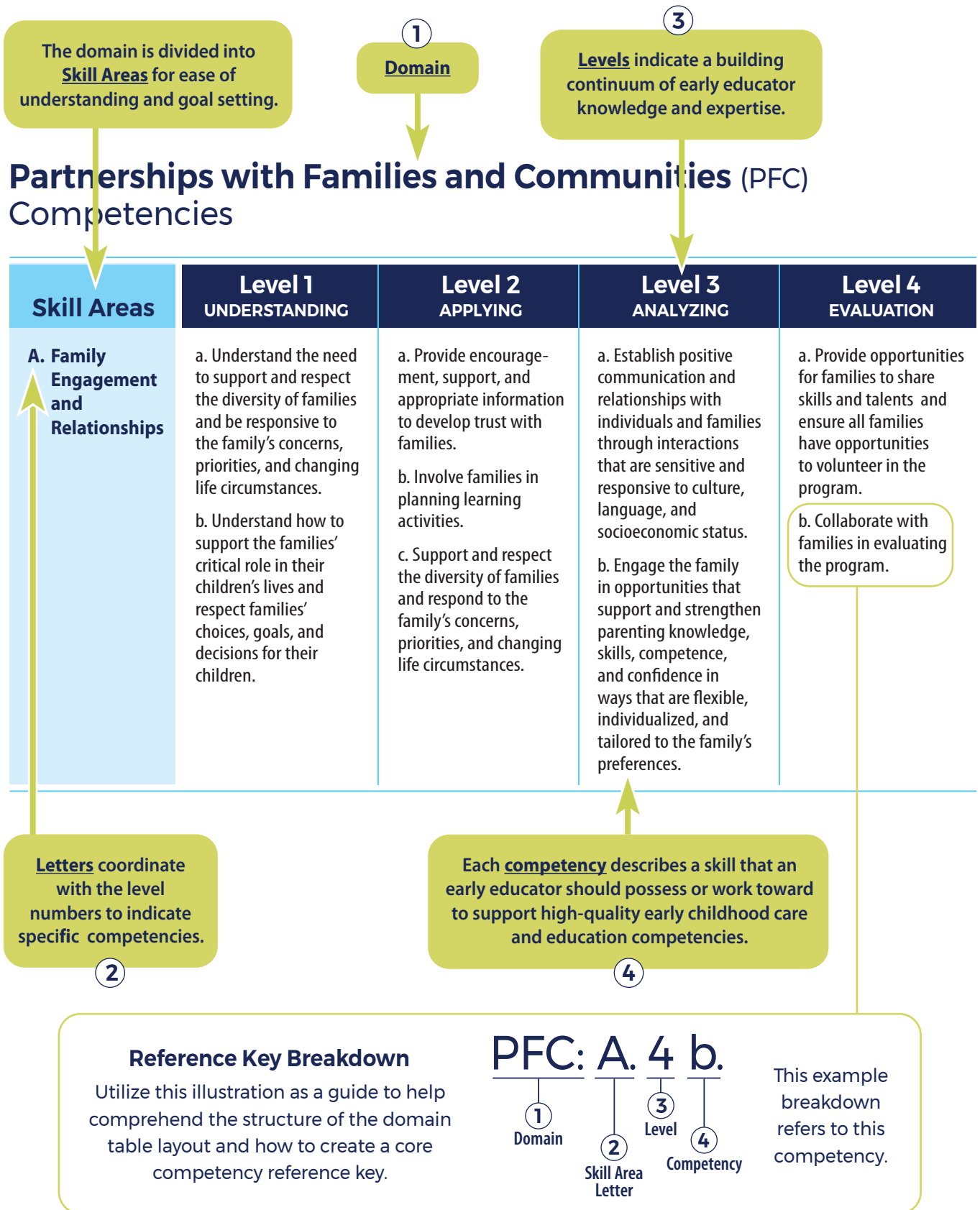
Remember that we are all life-long learners. Each person that takes this Self-Assessment comes with different backgrounds and levels of experience. If you have been working in early childhood care and education for several years, do not set the expectation that you should choose "always" in each category.

Choose whether your practices demonstrate the knowledge always, sometimes, or not yet.

- **ALWAYS** - you demonstrate this knowledge in your work consistently, often or always.
- **SOMETIMES** - you demonstrate this knowledge in your work sometimes, but not consistently.
- **NOT YET** - you have not yet learned or demonstrated this knowledge
- **NOT APPLICABLE (N/A)**

Domain Table and Reference Key

Kansas Core Competencies for Early Childhood Care and Education Professionals



Helpful Tips and Self-Assessment Example

After completing the Self-Assessment, review your responses. Highlight or 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.

Take notes in the provided space in each row to explain your reasoning for selecting Always, Sometimes, or Not Yet. For example, you could reflect on a response of Always by providing notes about instances you successfully demonstrated the knowledge. Alternatively, you could reflect on a Sometimes or Not Yet response by providing examples of instances in which it was difficult to demonstrate this knowledge, or your thoughts on why you are unable to. What additional information or support do you need to demonstrate the knowledge?

Domain: Partnerships with Families and Communities (PFC)

PFC: A. Family Engagement and Relationships

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--|---|---|-----|
| 1.a. I understand the need to support and respect the diversity of families and be responsive to the family's concerns, priorities, and changing life circumstances. | X I respect diversity. I use a variety of ways to communicate with families. | | | |
| 1.b. I understand how to support the families' critical role in their children's lives and respect families' choices, goals, and decisions for their children. | | | | |
| 2.a. I provide encouragement, support, and appropriate information to develop trust with families. | | X | | |
| 2.b. I involve families in planning learning activities. | | | X I do not know how to involve my families in my activity planning. | |
| 2.c. I support and respect the diversity of families and am responsive to the family's concerns, priorities, and changing life circumstances. | | X Family partnership course I took - referred to this but I don't know how to make it happen. | | |



Now it's your turn!

Domain: Child Growth and Development (CGD)

Early Childhood Care and Education professionals understand how children develop physically, cognitively, socially, and emotionally. Many factors impact this development including the environment, past experiences, and genetic factors. While development takes place through predictable stages, each child will progress at his/her own pace.

Early Childhood Care and Education professionals understand learning experiences are based on each child's needs, development, and interests. The most effective learning experiences challenge the child as the educator provides support through scaffolding. Along with supportive learning experiences, a strong relationship between adults and young children is key to promoting learning.

When I think about Child Growth and Development, overall:

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| I understand how children develop physically, cognitively, socially, and emotionally. | | | | |

CGD: A. Families

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I help all families to understand information about the general principles of child growth and development, including information on early brain development. | | | | |
| 2.a. I recognize, promote, and encourage individual, family, cultural, and community influences on the development of children. | | | | |
| 3.a. I recognize and discusses concerns with families that a child may have a special need and a possible referral is necessary. | | | | |

CGD: A. Families

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 4.a. I establish cooperative and respectful relationships to provide strategies and activities that promote the family's ability to support the child's cognitive, social, emotional, language, literacy, and physical development. | | | | |

CGD: A. Comments (record any additional information about your responses to CGD: A competencies)

CGD: B. Evidence-Based Practices

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I understand that research impacts and informs practice. | | | | |
| 2.a. I apply an understanding of educational research to influence child development positively. | | | | |
| 3.a. I apply researched strategies related to causes and effects of stress and trauma on children and families to improve outcomes. | | | | |
| 4.a. I access, analyze, and evaluate current theory and research on child growth and development policies. | | | | |

CGD: B. Comments (record any additional information about your responses to CGD: B competencies)

CGD: C. Expectations and General Developmental Knowledge

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I identify and understand age-typical and atypical growth and development milestones. | | | | |
| 1.b. I understand the development and the importance of supportive relationships with adults and peers. | | | | |
| 2.a. I explain appropriate experiences and activities to include in the curriculum. | | | | |
| 2.b. I promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation. | | | | |
| 2.c. I can explain the developmental consequences of stress and trauma related to loss, neglect, or abuse. | | | | |
| 3.a. I incorporate current educational research to positively influence child development. | | | | |
| 4.a. I design and ensure implementation of a variety of activities that foster the development of the whole child. | | | | |

CGD: C. Comments (record any additional information about your responses to CGD: C competencies)

CGD: D. Curriculum and Theory

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I recognize that children learn and develop through play and meaningful experiences. | | | | |
| 2.a. I implement planning strategies to include cognitive development opportunities through experiences that provide trial and error, exploration, experimentation, and creativity. | | | | |
| 2.b. I apply knowledge of children's development to adapt curriculum and learning experiences to meet the needs of each child. | | | | |
| 3.a. I plan and implement a developmentally appropriate scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn. | | | | |
| 4.a. I design environments and experiences that support and show respect for diversity regarding culture, language, family structures, and abilities. | | | | |

CGD: D. Comments (record any additional information about your responses to CGD: D competencies)

CGD: E. Inclusion and Special Needs

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I understand that the equitable approach to inclusive teaching practices requires modifying activities and individualizing experiences. | | | | |
| 1.b. I recognize risk factors and developmental delays occur in child development. | | | | |
| 1.c. I understand the fundamentals of the Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) process. | | | | |
| 2.a. I apply teaching practices inclusive of children with variations in learning styles and abilities and special needs (e.g., modifying activities and individualizing experiences). | | | | |
| 2.b. I identify risk factors and developmental delays that may indicate a need for special services and make referrals. | | | | |
| 3.a. I engage in cooperative and respectful work that reflects advanced knowledge of inclusive philosophy and practices and recognizes the range of development in young children. | | | | |
| 4.a. I create Individualized Family Service Plan (IFSP)/ Individualized Education Plan (IEP) recommendations (when applicable) based on objective observation, knowledge of the child's development, and discussions with family. | | | | |

CGD: E. Comments (record any additional information about your responses to CGD: E competencies)

Domain: Health, Safety and Nutrition (HSN)

Early Childhood Care and Education Professionals establish and maintain an environment that ensures children’s healthy development, safety, and proper nutrition. Relevant laws and regulations must be followed to guide each early childhood program.

Personal hygiene, healthy eating, and active bodies should be a priority. Guiding each child to take care of his/her own needs will promote independence. Early Childhood Care and Education Professionals must examine each child’s individual health, growth, and developmental needs.

Other considerations include families’ cultural traditions, special needs, and physical or health conditions. Early Childhood Care and Education Professionals should understand that children’s safety, physical health, and mental health are the foundations for development and learning.

When I think about Health, Safety, and Nutrition, overall:

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| I can establish and maintain an environment that ensures children’s healthy development, safety, and proper nutrition. | | | | |

HSN: A. Nutrition

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand the importance of accommodating food choices based on children’s allergies, health issues, and/or family dietary preferences as appropriate. | | | | |
| 1.b. I support family choice regarding breastfeeding or use of formula. | | | | |
| 1.c. I follow USDA Guidelines for storing and preparing breast milk and/or formula. | | | | |
| 1.d. I demonstrate that food is never withheld or threatened to be withheld as a form of discipline. | | | | |

HSN: A. Nutrition

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.e. I can explain the importance for children to have access to safe drinking water throughout the day, both indoors and outdoors. | | | | |
| 2.a. I provide accommodations for mothers who choose to breastfeed during normal business hours. | | | | |
| 2.b. I use USDA guidelines to select appropriate foods for children. | | | | |
| 2.c. I encourage healthy eating practices by involving children in meal planning and/or preparation. | | | | |
| 2.d. I model healthy eating through family-style dining, encouraging new foods, and encouraging children's self-regulation and listening to bodily cues. | | | | |
| 3.a. I examine menus, meals, and snacks for alignment with USDA Guidelines according to individual developmental readiness and feeding skills. | | | | |
| 4.a. I plan and evaluate menus that encourage healthy food choices, address nutritional needs, and take into consideration children's food allergies. | | | | |

HSN: A. Comments (record any additional information about your responses to HSN: A competencies)

HSN: B. Collaboration, Resources, and Families

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I regularly use safety procedures and share resources with families. | | | | |
| 1.b. I have basic knowledge of protective and risk factors associated with children's health. | | | | |
| 2.a. I can assist families in locating community resources to provide medical, dental, and nutritional services for their children when necessary. | | | | |
| 2.b. I can recognize and discuss cultural health practices with families and implement these practices when appropriate. | | | | |
| 3.a. I collaborate with professionals in the community to ensure that the health needs of all enrolled children are met. | | | | |
| 3.b. I use a strengths-based perspective in working collaboratively with families. | | | | |
| 4.a. I collaborate with an identified healthcare professional to ensure that the health needs of the children in the program are met. | | | | |
| 4.b. I can design an individualized care plan in collaboration with the family/child's health care provider for individual children with special health care, nutrition needs, or food allergies. | | | | |

HSN: B. Comments (record any additional information about your responses to HSN: B competencies)

HSN: C. Teaching and Curriculum

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I can demonstrate and support children in the effective use of hand washing, diapering, and toileting procedures. | | | | |
| 1.b. I can model and practice personal health and safety procedures with children. | | | | |
| 1.c. I ensure that family-style meals focus on a variety of language, social, and developmental skills. | | | | |
| 1.d. I provide and support appropriate oral hygiene based on developmental needs. | | | | |
| 2.a. I can teach children about nutrition by planning and implementing appropriate activities and cooking experiences. | | | | |
| 2.b. I plan learning experiences, including field trips, with safety precautions in mind. | | | | |
| 2.c. I integrate foods from diverse cultures represented in the population served. | | | | |
| 3.a. I can design and implement curriculum activities emphasizing healthy bodies, lifestyles, and environments for children and families. | | | | |
| 4.a. I can develop and implement a curriculum to teach children how their bodies work and how to keep them healthy (e.g., healthy food gives us the energy to play and helps us to grow; naps give us the energy to play; food goes in our tummies, etc.). | | | | |

HSN: C. Comments (record any additional information about your responses to HSN: C competencies)

HSN: D. Environment and Equipment

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I provide safe toys, materials, and equipment appropriate for the developmental stage of each child. | | | | |
| 1.b. I keep the environment free of health and safety hazards with clear pathways to move from one area to another. | | | | |
| 1.c. I ensure a healthy environment for all children, including those who have environmental allergies, by routinely cleaning and sanitizing all surfaces and toys. | | | | |
| 1.d. I ensure that appropriate safety restraints for transporting children are used. | | | | |
| 1.e. I provide an outdoor play area that is protected by fences or natural barriers to prevent access to the street and to avoid other dangers. | | | | |
| 2.a. I plan and implement a consistent daily routine for rest, sleep, and active physical play as developmentally appropriate. | | | | |
| 3.a. I adapt indoor and outdoor environments that are accessible across all domains of learning to maximize their use by all children. | | | | |
| 3.b. I work with families and staff to determine the use of adaptive equipment. | | | | |
| 4.a. I design indoor and outdoor environments to allow supervision of children by sight and sound always without relying on artificial monitoring devices. | | | | |

HSN: D. Comments (record any additional information about your responses to HSN: D competencies)

HSN: E. Physical Safety

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I actively supervise children to ensure safety both indoors and outdoors. | | | | |
| 1.b. I follow appropriate safety procedures including prompt and appropriate responses while ensuring the care of other children. | | | | |
| 1.c. I maintain certification in basic pediatric first aid and CPR. | | | | |
| 1.d. I ensure that children are released only to an authorized adult. | | | | |
| 1.e. I regularly assess environments inside and outside for safety and sanitation and ensure any problems are resolved. | | | | |
| 1.f. I follow safe sleep and diapering state guidelines. | | | | |
| 2.a. I assess children's health status through daily observations and document symptoms when necessary. | | | | |
| 2.b. I ensure that children who are allergic to a type of animal are not exposed to that animal and that only animals that do not pose a health or safety risk are allowed on the premises of the facility. | | | | |
| 2.c. I provide children of all ages and abilities with daily opportunities for outdoor play when conditions do not pose a health risk. | | | | |

HSN: E. Comments (record any additional information about your responses to HSN: E competencies)

HSN: F. Policy and Procedures

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I follow all State and/or Federal rules and regulations pertaining to the specific type of early education program. | | | | |
| 1.b. I follow staff-child ratio requirements in State and/or Federal rules and regulations. | | | | |
| 1.c. I follow policies for informing families of current health concerns in the program. | | | | |
| 2.a. I provide for special needs of children in care including disabilities, allergies, and medical needs. | | | | |
| 3.a. I evaluate and revise policies and procedures to keep health, safety, and nutrition practices updated. | | | | |
| 4.a. I analyze and evaluate program health policies and procedures using health checklists. | | | | |

HSN: F. Comments (record any additional information about your responses to HSN: F competencies)

HSN: G. Health and Safety Practices

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I practice effective hand washing, toileting, diapering, safe food handling, +and safe sleep procedures to reduce the spread of disease and the possibility of injury to children. | | | | |
| 1.b. I follow instructions for proper giving of and applying of medication to children. | | | | |
| 1.c. I practice universal precautions to minimize and control the spread of disease through bodily fluids. | | | | |
| 2.a. I collaborate with families to maintain accurate immunization and health records according to State and Federal guidelines. | | | | |
| 3.a. I supervise and ensure that all program employees follow State and Federal rules and regulations. | | | | |
| 3.b. I obtain Consumer Product Safety Commission product recall notices and make the notice information accessible to families and staff. | | | | |
| 4.a. I design, document, and inform others of emergency, illness, injury, and sanitation procedures. | | | | |

HSN: G. Comments (record any additional information about your responses to HSN: G competencies)

HSN: H. Emergencies

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I maintain an accessible current list of emergency phone numbers both indoors and outdoors for contacting families and emergency services. | | | | |
| 1.b. I inform families of emergency procedures. | | | | |
| 2.a. I post, regularly practice, follow, and document emergency and safety evacuation procedures such as fire, natural disaster, and tornado drills. | | | | |
| 3.a. I develop policies and prepare staff for emergencies such as terror threats, natural disasters, intruders, etc. | | | | |
| 4.a. I design emergency procedures plans, train staff, and supervise the implementation of those procedures to maximize safety. | | | | |

HSN: H. Comments (record any additional information about your responses to HSN: H competencies)

HSN: I. Abuse and Neglect

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand the terms child abuse, child neglect, and child maltreatment. | | | | |
| 1.b. I understand the forms of child maltreatment: physical, sexual, emotional, and neglect. | | | | |
| 1.c. I can recall the symptoms and indicators of child abuse and neglect. | | | | |
| 1.d. I understand the professional responsibility of a mandated reporter. | | | | |
| 2.a. I document facts and circumstances of suspected child abuse and neglect. | | | | |
| 3.a. I support and assist staff in their efforts to document and report the abuse of children in an immediate manner in compliance with state laws as a mandated reporter. | | | | |
| 4.a. I establish procedures for observation, ongoing documentation, and record retention, for reporting suspected abuse or neglect in compliance with state laws. | | | | |
| 4.b. I create program policies that reflect the importance of partnerships with families as a prevention strategy for abuse and neglect. | | | | |

HSN: I. Comments (record any additional information about your responses to HSN: I competencies)

HSN: J. Transportation

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand Federal and State transportation regulations for transporting children. | | | | |
| 2.a. I follow Federal, State, and local requirements to meet young children's health and safety needs during transportation. | | | | |
| 3.a. I establish vehicle maintenance records to ensure safe operation of the vehicle and ensure staff carry out pre-trip inspections before use. | | | | |
| 4.a. I establish program policies regarding child transportation and ensure transportation training for staff. | | | | |

HSN: J. Comments (record any additional information about your responses to HSN: J competencies)

Domain: Learning Environments (LE)

Early Childhood Care and Education Professionals plan an environment that provides learning experiences to meet each child’s needs, capabilities, and interests. Both indoor and outdoor environments must be considered.

Important environmental elements include organization, an inviting atmosphere, and accessibility. One notable part of the inviting atmosphere is how it is set up to welcome dual language learners and their families and children with special needs.

Daily routines and a consistent schedule will provide support and structure for all children. Appropriate materials, activities, and experiences will guide each child’s development. A high-quality environment will have a positive impact on all areas of growth.

When I think about Learning Environments, overall:

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| I can plan an environment that provides learning experiences to meet each child’s needs, capabilities, and interests. | | | | |

LE: A. Technology

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I actively supervise and limit children’s exposure to screen time and passive learning according to the American Academy of Pediatrics. | | | | |
| 2.a. I encourage appropriate use of technology so each child can use it individually or collaboratively with peers, with teaching staff, or with a family member. | | | | |
| 3.a. I evaluate and monitor the appropriate use of technology. | | | | |
| 4.a. I evaluate the use of technology effectively to assist the program in supporting each child’s learning and development while providing assistive technology as needed. | | | | |

LE: A. Comments (record any additional information about your responses to LE: A competencies)

LE: B. Materials

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I recognize a variety of developmentally appropriate equipment and materials that are clean, safe, and free from hazards to support each child's interest and choice. | | | | |
| 1.b. I rotate materials on a regular basis to allow new experiences and opportunities for exploration and learning according to each child's developmental needs. | | | | |
| 2.a. I organize materials in predictable ways, on the child's level, to allow for children's self-reliant exploration so children know where to locate and return selections. | | | | |
| 2.b. I implement activities that routinely use materials representing multiple cultures, ages, abilities, and ethnic groups in non-stereotypical ways. | | | | |
| 3.a. I display recent work such as art and emergent writing in the classroom to help children and families reflect on and extend their learning. | | | | |
| 3.b. I routinely assess the materials for representation of all children currently enrolled in the program. | | | | |
| 4.a. I create a learning environment that represents all children currently in the program and their community. | | | | |

LE: B. Comments (record any additional information about your responses to LE: B competencies)

LE: C. Schedule and Routines

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I understand the importance of schedules, routines, and transitions to offer choices and meet each child's developmental needs. | | | | |
| 2.a. I provide a balance of active and quiet play, child-directed and teacher-directed activities, individual and group activities, and indoor and outdoor play as guided by a curriculum. | | | | |
| 3.a. I structure developmentally appropriate opportunities for children to work independently, with other children, and with adults on projects, learning opportunities, and experiences that may extend over the course of several days. | | | | |
| 4.a. I monitor and evaluate schedules and routines for age-appropriate schedules and responsive care routines. | | | | |

LE: C. Comments (record any additional information about your responses to LE: C competencies)

LE: D. Curriculum and Engagement

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I recognize a developmentally appropriate, play-based curriculum to help plan activities in a variety of learning spaces. | | | | |
| 2.a. I utilize a developmentally appropriate, play-based curriculum. | | | | |
| 2.b. I plan and implement a supportive learning environment to promote positive interactions between children and adults. | | | | |
| 3.a. I adapt and modify expectations and the learning environments to support the functional and developmental needs of each child based upon input from family and other team members. | | | | |
| 3.b. I involve all children in planning and creating a rich, stimulating environment that encourages interaction, exploration, and investigation. | | | | |
| 4.a. I mentor staff in designing, implementing, evaluating, and revising appropriate learning environments to meet the needs of each child. | | | | |

LE: D. Comments (record any additional information about your responses to LE: D competencies)

LE: E. Physical Environments

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I understand the materials, supports, and services necessary for a natural and inclusive environment. | | | | |
| 2.a. I implement strategies with families or other adults to facilitate positive adult-child interactions and instruction utilizing the physical environment to promote child learning and development. | | | | |
| 2.b. I establish play areas to encourage active play, initiative, creativity, responsibility, and self-sufficiency for all children. | | | | |
| 3.a. I collaborate with other professionals and families to plan, create, and sustain positive learning environments to meet the unique needs of each child and family. | | | | |
| 4.a. I apply current research to create effective learning environments, both indoors and outdoors. | | | | |

LE: E. Comments (record any additional information about your responses to LE: E competencies)

Domain: Planning, Learning Experiences and Curriculum (PLEC)

Early Childhood Care and Education Professionals plan appropriate learning experiences and are based on the age and development of children. A broad knowledge of appropriate curriculum will allow early childhood care and education professionals to fully support learning. This knowledge includes individualizing experiences to meet the needs of each child in the group.

Learning activities should build upon a child's natural curiosity, interests, and motivation for learning. All areas of learning can be enhanced when executive functioning skills, including self-regulation, are incorporated into experiences. Helping children to make connections across domains with an integrated curriculum will promote deeper learning.

When I think about Planning, Learning Experiences, and Curriculum, overall:

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| I can plan learning experiences that promote physical development, cognitive development, language and literacy skills, and social and emotional development. | | | | |

PLEC: A. Planning and Curriculum Development

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand that young children learn best through play. | | | | |
| 1.b. I understand that children connect new learning to previous learning experiences through play. | | | | |
| 1.c. I understand the importance of a meaningful curriculum that is consistent with Kansas Early Learning Standards. | | | | |
| 1.d. I understand that a holistic curriculum incorporates varied experiences that build skills in mathematical thinking; social interactions, relationships, and friendships; creative arts; language and literacy; science; and play. | | | | |

PLEC: A. Planning and Curriculum Development (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.e. I understand and share with families the connections between development domains, curriculum, and learning outcomes. | | | | |
| 2.a. I implement opportunities that build children's interactions while supporting emerging literacy skills. | | | | |
| 2.b. I identify and implement developmentally appropriate learning opportunities to build on individual children's interests through encouraging creative expression, critical thinking, exploration, problem-solving, and curiosity. | | | | |
| 2.c. I implement learning opportunities using materials, concepts, and home languages and multiple cultures. | | | | |
| 2.d. I apply strategies/ knowledge that respect and incorporate family beliefs and customs when planning learning activities. | | | | |
| 2.e. I explain information with families about the connections between development, curriculum, and learning outcomes. | | | | |
| 2.f. I plan, implement, and encourage activities that support children's ongoing development across all domains. | | | | |
| 3.a. I engage each child in varied and individualized opportunities to learn new, developmentally appropriate concepts, vocabulary, and skills. | | | | |

PLEC: A. Planning and Curriculum Development (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 3.b. I engage families and the outside community as resources for planning and implementing learning experiences. | | | | |
| 3.c. I adapt and modify activities to support each child's individualized learning goals. | | | | |
| 4.a. I advocate and encourage creative expression throughout the curriculum. | | | | |
| 4.b. I integrate the use of accommodations and modifications to ensure each child has access to opportunities that allow for full and meaningful participation. | | | | |

PLEC: A. Comments (record any additional information about your responses to PLEC: A competencies)

PLEC: B. Learning Environment

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I understand that the design of the environment will impact children's learning and interactions. | | | | |
| 1.b. I know that an effective learning environment encourages play and exploration through a variety of materials and space for both structured and unstructured experiences. | | | | |
| 1.c. I understand that the learning environment includes and can be impacted by the interactions between children and their peers, and the adults who care for them. | | | | |
| 2.a. I select a variety of developmentally appropriate materials that facilitate child-initiated learning, exploration, and play. | | | | |
| 2.b. I establish and maintain a variety of equipment, activities, and experiences to promote the development of the children in care. | | | | |
| 2.c. I provide materials and experiences representing home languages, cultures, and diversity. | | | | |
| 2.d. I promote and support experiences that connect all developmental domains. | | | | |
| 2.e. I provide a supportive learning environment that includes positive guidance strategies and promotes emotional awareness and skills for self-regulation. | | | | |

PLEC: B. Learning Environment (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 3.a. I foster a learning environment that encourages multiple means of engagement, representation, and expression. | | | | |
| 3.b. I create a learning environment that provides opportunities for development across all curriculum areas. | | | | |
| 3.c. I adapt the environment to respond to each child's social, emotional, and engagement needs. | | | | |
| 4.a. I ensure access to adaptive equipment and technologies so every child can fully and meaningfully participate. | | | | |
| 4.b. I partner with families to include materials in the learning environment that celebrate their child's culture, language, and history. | | | | |

PLEC: B. Comments (record any additional information about your responses to PLEC: B competencies)

PLEC: C. Implementation

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I know strategies for encouraging development across curriculum and developmental domain areas. | | | | |
| 1.b. I understand how developing and fostering a positive relationship with each child contributes to the successful implementation of learning experiences. | | | | |
| 2.a. I individualize planning and implementation to support children's individual learning styles and expression. | | | | |
| 2.b. I encourage and support each child's efforts, ideas, interests, and strengths. | | | | |
| 2.c. I plan adequate time for invitation and engagement in play with age-appropriate materials to practice, explore, and expand their skills. | | | | |
| 3.a. I connect instructional strategies designed to specific situations designed to maximize each child's participation and learning. | | | | |
| 3.b. I modify and adjust instruction to meet the needs of all children. | | | | |
| 4.a. I observe, reflect, and scaffold to support the child's growing level of knowledge, autonomy, and self-regulation. | | | | |

PLEC: C. Comments (record any additional information about your responses to PLEC: C competencies)

PLEC: D. Observation and Assessment

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand observing and assessing children's learning processes and outcomes for adaptation of learning experiences for both the individual child and group. | | | | |
| 1.b. I know that observation and assessment can be built into learning experiences to inform future curriculum planning and activities. | | | | |
| 2.a. I summarize ongoing observations to adapt, and update planned learning experiences. | | | | |
| 2.b. I review observation documentation and assessment data to understand children's outcomes and identify new learning goals. | | | | |
| 2.c. I apply observation and assessment information to consider the child's development across all domains. | | | | |
| 3.a. I interpret assessment to determine a child's strengths and set goals for instruction. | | | | |
| 3.b. I conduct ongoing observation and documentation of each child's progress coordinating their identified learning goals. | | | | |
| 4.a. I evaluate observation and assessment tools and practices to ensure they are evidence-based and culturally responsive. | | | | |
| 4.b. I demonstrate how data from observations and assessments are utilized to make decisions about learning experiences. | | | | |

PLEC: D. Comments (record any additional information about your responses to PLEC: D competencies)

Domain: Relationships and Social-Emotional Guidance (RSEG)

Early Childhood Care and Education Professionals establish nurturing and responsive relationships with children. These relationships form a foundation that promotes learning across all domains, especially within the social-emotional domain

When early childhood care and education professionals are accepting of a range of emotions in themselves and others, they can help children understand their own emotions.

Early Childhood Care and Education Professionals should support children as they learn social skills to help them interact positively with others. These skills include friendship skills, emotional competency skills, and problem-solving skills. Early Childhood Care and Education Professionals should also help children learn appropriate behavior expectations and executive function skills or self-regulation.

Using a positive approach while teaching social skills will help children know what to do, rather than what not to do.

When I think about Relationships and Social-Emotional Guidance, overall:

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| I can establish nurturing and responsive relationships with children. These relationships form a foundation that promotes learning across all domains, especially within the social-emotional domain. | | | | |

RSEG: A. Collaboration and Families

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I demonstrate respect for children's and families' diversity (e.g., culture, language, religion, ability, income, family makeup). | | | | |
| 1.b. I maintain professionalism and respect for children when communicating with families and other adults about children's behavior; respect the confidentiality of families and children. | | | | |
| 2.a. I use information from families to understand children and adapt interactions as necessary (e.g., if the child has specific fears or the family is experiencing stressors). | | | | |

RSEG: A. Collaboration and Families (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 2.b. I invite family involvement (e.g., volunteer in the classroom or as a parent advisory group member) and collaboration in designing activities (e.g., sharing special talents or family culture). | | | | |
| 2.c. I individualize routine care by incorporating family practices whenever possible. | | | | |
| 2.d. I build positive relationships with all families through program activities such as family nights or breakfasts; home visits; parent-teacher conferences; and ongoing communication using multiple modes (written, verbal, text/program app). | | | | |
| 3.a. I seek out information and support from professionals to address children's needs. | | | | |
| 3.b. I collaborate with professionals and the family to develop and implement an individualized plan that addresses persistent, serious, challenging behavior and that supports the child's inclusion and success. | | | | |
| 4.a. I value family knowledge and input when making decisions. | | | | |
| 4.b. I support a collaborative approach to problem-solving and planning between children, families, and professionals. | | | | |

RSEG: A. Comments (record any additional information about your responses to RSEG: A competencies)

RSEG: B. Positive Approach

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I demonstrate respect for all children in all situations, such as being responsive to children's reactions to early childhood care and education professionals' physical touch, tone, and word choice. | | | | |
| 1.b. I understand the importance of using identifying language that is preferred by the family. | | | | |
| 2.a. I develop positive individual relationships with each child by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive. | | | | |
| 2.b. I communicate acceptance and understanding by responding promptly in developmentally appropriate ways to each child's emotions and feelings. | | | | |
| 2.c. I name and validate children's expression of emotion and engage in conversations about the causes of emotion. | | | | |
| 2.d. I clarify with the family their preferred identifying language and use that language in all communication. | | | | |
| 3.a. I examine and identify a child's strengths prior to making decisions about their learning, support, and services. | | | | |
| 4.a. I value culturally responsive approaches to working with young children and families. | | | | |
| 4.b. I support a positive environment for children, families, and professionals. | | | | |

RSEG: B. Comments (record any additional information about your responses to RSEG: B competencies)

RSEG: C. Proactivity, Awareness, and Behavior

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I demonstrate the importance of self-awareness, calm voice, and body language, with supportive responses that provide safety and guidance. | | | | |
| 2.a. I use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning. | | | | |
| 2.b. I provide consistent clear rules, which are explained to children. | | | | |
| 2.c. I intervene in children's disagreements prior to children getting hurt to assist children in resolving conflict and problem-solving. | | | | |
| 3.a. I create multiple opportunities for children to participate in decision-making about rules and activities. | | | | |
| 3.b. I anticipate potential problems and work to prevent them. | | | | |
| 3.c. I use responsive feedback and support to increase child engagement, play, and skills. | | | | |
| 3.d. I engage children in peer-mediated intervention techniques to teach skills and to promote child engagement and learning. | | | | |
| 3.e. I analyze and evaluate events, activities, and interactions and apply strategies to help overcome the child's use of challenging behavior. | | | | |
| 4.a. I establish functional assessment tools and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior. | | | | |

RSEG: C. Comments (record any additional information about your responses to RSEG: C competencies)

RSEG: D. Development

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I demonstrate realistic expectations about children's abilities and needs. | | | | |
| 2.a. I use guidance strategies appropriate to children's personalities, temperaments, activity levels, and individual development. | | | | |
| 3.a. I apply evidence-based practices to support the design and implementation of programs that encourage children's social competence and self-regulation. | | | | |

RSEG: D. Comments (record any additional information about your responses to RSEG: D competencies)

RSEG: E. Routines and Transitions

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I support children through periods of stress, separation, and transition. | | | | |
| 1.b. I inform children well in advance of changes in activities or routines. | | | | |
| 2.a. I plan for and facilitate seamless transitions within the classroom and other areas of the learning environment. | | | | |
| 3.a. I plan for and facilitate seamless transitions between programs and into kindergarten. | | | | |

RSEG: E. Comments (record any additional information about your responses to RSEG: E competencies)

RSEG: F. Supervision and Modeling

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand appropriate supervision of children in all areas of the environment. | | | | |
| 1.b. I consistently recognize the importance of supervising infants and toddlers by sight and sound. | | | | |
| 1.c. I understand and model identification and appropriate expression of positive and negative feelings. | | | | |
| 2.a. I use methods of behavioral support and guidance techniques including a range of strategies from less directive methods (i.e., verbal support and modeling) to more directive and structured methods. | | | | |
| 3.a. I respond appropriately to children by: <ul style="list-style-type: none"> • Guiding and supporting them to persist when frustrated • Supporting developmentally appropriate play skills • Modeling the use of language to communicate needs • Facilitating turn-taking • Use tools & strategies to support self-regulation • Facilitating the development of emotional literacy skills and appropriate emotional expression • Using problem-solving techniques. | | | | |
| 4.a. I model and teach strategies and tools for emotional regulation and problem-solving skills. | | | | |

RSEG: F. Supervision and Modeling (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 4.b. I model and encourage developmentally appropriate and pro-social behaviors with others. | | | | |
| 4.c. I clarify guidance policies and practices and mentor/ supervise others as they implement those policies, intervening when inappropriate guidance strategies are used. | | | | |

RSEG: F. Comments (record any additional information about your responses to RSEG: F competencies)

RSEG: G. Positive Learning Environments

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I demonstrate the importance of developing trusting relationships with children for optimal development. | | | | |
| 1.b. I understand that a safe learning environment should be inclusive of all children. | | | | |
| 1.c. I choose consistent rules and routines with age-appropriate expectations to promote children's sense of well-being. | | | | |
| 2.a. I use consistent responsive relationship-building strategies to maintain relationships with the children. | | | | |
| 2.b. I establish predictable routines, transition strategies, and age-appropriate behavioral expectations. | | | | |
| 2.c. I intentionally plan learning experiences to help children practice self-regulation skills. | | | | |

RSEG: G. Positive Learning Environments (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 2.d. I adapt activities to support children who have experienced trauma. | | | | |
| 2.e. I apply proactive supervision strategies to be near children for observation and interaction as they learn and explore. | | | | |
| 3.a. I distinguish between social and emotional guidance tools to fit each child in each situation. | | | | |
| 3.b. I analyze the children's individual learning styles to provide a multidimensional instruction approach to include auditory, kinesthetic, and visual components. | | | | |
| 3.c. I examine co-regulation skills through emotional self-awareness and strategies to calm yourself for an effective and compassionate response. | | | | |
| 3.d. I establish responsive interactions in developmental, cultural, and linguistic ways. | | | | |
| 4.a. I prioritize relationship building with the program's early childhood care and education staff to create a foundation of support for their self-awareness, co-regulation, and interaction skills. | | | | |
| 4.b. I create a consistent routine of communication and interactions to maintain relationship connection. | | | | |
| 4.c. I value and support individual early childhood care and education staff in creating a community of professionals. | | | | |

RSEG: G. Comments (record any additional information about your responses to RSEG: G competencies)

Domain: Observation, Documentation, and Assessment (ODA)

Early Childhood Care and Education Professionals assess what children know to plan activities, share information with families, and enhance the early childhood program.

The assessment cycle should include the following steps:

- Observe and document what children do in the natural environment
- Analyze what they see children doing and adjust strategies/activities as needed
- Evaluate the progress of children
- Summarize and share the progress of children with families and administration

Assessments should be developmentally appropriate to allow early childhood care and education professionals to document what a child knows and is able to do. A variety of methods can be used to document information.

Prompt analysis allows the documentation to be used in a timely manner that promotes growth in children. Sharing a summary of the assessment with families and administration promotes accountability, and program improvement, and encourages communication.

When I think about Observation, Documentation, and Assessment, overall:

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| I can assess what children know in order to plan activities, share information with parents, and enhance the early childhood program. | | | | |

ODA: A. Collaboration and Families

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand the importance of establishing reciprocal relationships with families to learn about child and family strengths. | | | | |
| 1.b. I become familiar with developmentally appropriate assessment tools to support conversations with families around child development. | | | | |
| 1.c. I understand and promote ongoing community screening services. | | | | |
| 2.a. I use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities, and home language. | | | | |

ODA: A. Collaboration and Families (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 2.b. I regularly use assessments that are meaningful, accurate, and used in settings familiar to the child. | | | | |
| 2.c. I support families to access ongoing community screening services. | | | | |
| 3.a. I communicate assessment results to families in a clear and supportive manner. | | | | |
| 3.b. I collaborate with the family and other professionals in observing, documenting, creating outcomes or goals, and implementing practices that address the family's priorities and the child's individual strengths and needs. | | | | |
| 3.c. I collaborate with colleagues and administrative professionals about observation data gathering, assessment, and reporting methods. | | | | |
| 4.a. I establish a system of scheduled and unscheduled communication with families to discuss their child's ongoing growth and development. | | | | |
| 4.b. I establish a systematic reporting process to provide appropriate referrals for intervention services for professional assessment and evaluation. | | | | |
| 4.c. I, as a result of observations and assessment processes, work with families and professionals in developing appropriate goals, Individualized Education Plan (IEP), or Individualized Family Service Plan (IFSP), for children and/or families. | | | | |

ODA: A. Comments (record any additional information about your responses to ODA: A competencies)

ODA: B. Observation and Documentation

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I recognize factual observation methods as valuable tools. | | | | |
| 1.b. I observe children engaged in current learning environment experiences and routines. | | | | |
| 2.a. I collect and organize information about each child on a regular basis, such as: <ul style="list-style-type: none"> • Collecting samples of children's work • Recording observational notes and • Keeping accurate records. | | | | |
| 3.a. I analyze information gathered during observations to create developmentally appropriate activities. | | | | |
| 3.b. I work collaboratively with the Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) team members in gathering information. | | | | |
| 4.a. I modify practices using documentation, observations, and assessment data. | | | | |

ODA: B. Comments (record any additional information about your responses to ODA: B competencies)

ODA: C. Assessment Cycle

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I recognize the importance of a child's dominant language and additional languages if the child is learning more than one language. | | | | |
| 1.b. I follow appropriate procedures of child observation and documentation which engages families as partners in observational assessment. | | | | |

ODA: C. Assessment Cycle (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 2.a. I choose appropriate observation and assessment methods for the individual child and situation. | | | | |
| 2.b. I use developmentally appropriate goals and objectives to guide ongoing assessment of each child's progress. | | | | |
| 2.c. I identify theories, research, and recommended practices to select appropriate observation, documentation, and assessment tools. | | | | |
| 3.a. I recommend assessment tools with sufficient sensitivity to detect each child's progress. | | | | |
| 3.b. I implement multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision-making. | | | | |
| 3.c. I support and reinforce the child's progress, analyze, and evaluate observations, and apply this knowledge to practice. | | | | |
| 4.a. I plan and adapt assessments to consider the child's dominant language and additional languages if the child is learning more than one language. | | | | |
| 4.b. I adapt and modify developmentally appropriate curriculum and environment to meet the needs of each child's development and skill level. | | | | |

ODA: C. Comments (record any additional information about your responses to ODA: C competencies)

ODA: D. Professionalism

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I recognize the importance of confidentiality among the program staff and the child's family, regarding each child's observation and assessment. | | | | |
| 1.b. I demonstrate awareness of the KELS and different developmental domains. | | | | |
| 2.a. I maintain confidentiality throughout the observation and assessment process. | | | | |
| 2.b. I utilize assessment instruments that assess development across developmental domains. | | | | |
| 2.c. I understand that each child's learning should be observed related to all domains. | | | | |
| 3.a. I analyze documentation practices and assessment results to inform and improve professional practices. | | | | |
| 4.a. I monitor and train others in equitable observation, assessment, and document processes and procedures. | | | | |

ODA: D. Comments (record any additional information about your responses to ODA: D competencies)

ODA: E. Development

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I identify behaviors in each child that indicate physical, social-emotional, language, and cognitive growth and development at individual rates. | | | | |
| 1.b. I recognize environmental factors that may place children at risk. | | | | |
| 2.a. I apply basic elements of child development knowledge (based on theory and reliable research) to observation methods and processes. (This includes knowledge of Kansas Early Learning Standards.) | | | | |
| 2.b. I plan and implement ways to get to know each child as an individual, including strengths, needs, interests, family, and life situations. | | | | |
| 3.a. I analyze information on growth, development, learning patterns, diverse abilities, and multiple intelligences and apply it to practice. | | | | |
| 4.a. I interpret developmental data from observation, documentation, and assessment to support individual children. | | | | |

ODA: E. Comments (record any additional information about your responses to ODA: E competencies)

ODA: F. Collaboration

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I support ongoing community-wide screening events. | | | | |
| 2.a. I plan and implement coordinated services. | | | | |
| 3.a. I, as a result of observation and assessment processes, work with families and professionals in establishing appropriate goals, Individualized Education Plan (IEP), or Individualized Family Service Plan (IFSP), for children and/or families. | | | | |
| 4.a. I collaborate with colleagues and administrative professionals regarding observation data gathering, assessment, and reporting methods. | | | | |

ODA: F. Comments (record any additional information about your responses to ODA: F competencies)

Domain: Partnerships with Families and Communities (PFC)

Early Childhood Care and Education Professionals work to understand the roles family members and others hold in children's lives. Family is the primary influence on children and children directly influence their own families.

When early childhood care and education professionals understand this influence, they are better able to help each family individually.

Communication between early childhood care and education professionals and families is important for working toward each child's best interests. Early Childhood Care and Education Professionals can provide families with needed community resources and individual support. Building relationships with families will establish the trust that is required when families need community resources or additional referral information.

When I think about Partnerships with Families and Communities, overall:

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| I can work to understand the roles family members and others hold in children's lives. | | | | |

PFC: A. Family Engagement and Relationships

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand the need to support and respect the diversity of families and be responsive to the family's concerns, priorities, and changing life circumstances. | | | | |
| 1.b. I understand how to support the families' critical role in their children's lives and respect families' choices, goals, and decisions for their children. | | | | |
| 2.a. I provide encouragement, support, and appropriate information to develop trust with families. | | | | |
| 2.b. I involve families in planning learning activities. | | | | |
| 2.c. I support and respect the diversity of families and am responsive to the family's concerns, priorities, and changing life circumstances. | | | | |

PFC: A. Family Engagement and Relationships

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 3.a. I establish positive communication and relationships with individuals and families through interactions that are sensitive and responsive to culture, language, and socioeconomic status. | | | | |
| 3.b. I engage the family in opportunities that support and strengthen parenting knowledge, skills, competence, and confidence in ways that are flexible, individualized, and tailored to the family's preferences. | | | | |
| 4.a. I provide opportunities for families to share skills and talents and ensure all families have opportunities to volunteer in the program. | | | | |
| 4.b. I collaborate with families in evaluating the program. | | | | |

PFC: A. Comments (record any additional information about your responses to PFC: A competencies)

PFC: B. Communication and Family Education

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I understand how to adapt procedures to meet the needs and preferences of all children and families within program guidelines. | | | | |
| 2.a. I use a variety of approaches to communicate with families (e.g., bulletin boards, websites, notes home, newsletters, texts, emails) to provide the family with up-to-date, comprehensive, and unbiased information. | | | | |
| 2.b. I share knowledge of general child development with families. | | | | |
| 2.c. I plan and conduct formal family conferences and/or home visits. | | | | |
| 2.d. I provide the family of a young child who is a dual language learner with information about the benefits of learning in multiple languages for the child's growth and development. | | | | |
| 3.a. I promote family strengths and goals to meet the needs of individual children and families using knowledge of current family-based research. | | | | |
| 3.b. I promote shared decision-making and guide families to become advocates for children and their family. | | | | |
| 3.c. I support positive outcomes by identifying cultural assets and barriers to development using culturally responsive methods. | | | | |

PFC: B. Comments (record any additional information about your responses to PFC: B competencies)

PFC: C. Team Approach

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I recognize and respect the family's role as the child's first and lifelong teacher. | | | | |
| 1.b. I know about the Individual Family Service Plan (IFSP) and Individual Education Plan (IEP) processes, including how these processes include working with a team of professionals to serve a child with identified needs. | | | | |
| 2.a. I include families and partners in supporting the best outcomes for each child. | | | | |
| 2.b. I routinely monitor progress and include family and early childhood team in applying suggestions from Individual Family Service Plan (IFSP) and Individual Education Plan (IEP) to daily activities. | | | | |
| 3.a. I collaborate with families to systematically and regularly exchange expertise, knowledge, and information to build team capacity as well as jointly solve problems, plan, and implement interventions. | | | | |
| 3.b. I partner with other professionals and families to plan, create, and maintain a safe, healthy environment in which all children can play and grow. | | | | |
| 4.a. I develop and maintain formal collaborative relationships with other child and family specialists and professionals to create systems of care that are responsive to all children and families. | | | | |

PFC: C. Team Approach (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 4.b. I provide input based on observation and assessments of the child and collaborate with a team of professionals and the family in Individualized Family Service Plan (IFSP)/Individualized Education Plan (IEP) meetings to address the family's priorities and concerns and the child's strengths and needs. | | | | |

PFC: C. Comments (record any additional information about your responses to PFC: C competencies)

PFC: D. Resources and Communities

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I understand the importance of interacting effectively with volunteers and other community members within the program. | | | | |
| 2.a. I assist with public awareness activities and community outreach efforts to model the importance of early childhood education. | | | | |
| 2.b. I assist families to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs. | | | | |
| 3.a. I analyze community resources and invite members of the performing and visual arts community, such as musical performers, coordinators of traveling museum exhibits, local artists, and community residents, to share their interests and talents with the children. | | | | |

PFC: D. Comments (record any additional information about your responses to PFC: D competencies)

PFC: E. Professionalism

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I know and follow the rules of confidentiality. | | | | |
| 1.b. I recognize and understand how stress and trauma affect families. | | | | |
| 2.a. I demonstrate awareness of how families' attitudes influence children's abilities and interests in learning. | | | | |
| 3.a. I ensure that community diversity and cultures are reflected throughout the program. | | | | |
| 3.b. I apply current theory and research on reciprocal relationships with families to help families build resilience in the areas of stress, crisis, and trauma. | | | | |
| 4.a. I act as an advocate for both children and families to help families know and understand their rights across services and to promote high-quality early care and education. | | | | |

PFC: E. Comments (record any additional information about your responses to PFC: E competencies)

Domain: Professionalism and Leadership (PL)

Early Childhood Care and Education Professionals:

- Serve children and families in a professional manner
- Establish professional relationships with colleagues
- Participate in the community as representatives of early childhood care and education

Early Childhood Care and Education Professionals should strive for continual professional development to increase their knowledge of early childhood.

Assuming leadership roles will encourage early childhood care and education professionals to share their knowledge with others and promote early childhood. These leadership roles can take place in professional associations, the community, or by working with colleagues. All decisions and program planning should be based on established professional and ethical standards.

When I think about Professionalism and Leadership, overall:

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| I serve children and families in a professional manner, establish professional relationships with colleagues, and participate in the community as representatives of early childhood care and education. | | | | |

PL: A. Standards and Regulations

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand, support, and follow national and state standards and regulations. | | | | |
| 2.a. I apply knowledge of state, local, and national policies relevant to early childhood education into the program. | | | | |
| 3.a. I regularly monitor developments in national accreditation standards. | | | | |
| 4.a. I design and ensure that all program operations are guided by written policies and are carried out through articulated plans, systems, and procedures that enable the program to run smoothly and effectively toward achieving its goals. | | | | |

PL: A. Comments (record any additional information about your responses to PL: A competencies)

PL: B. Inclusion

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand personal and cultural biases and the potential impact on others. | | | | |
| 1.b. I understand the importance of the Council for Exceptional Children (CEC), Division of Early Childhood (DEC) Recommended Practices for the education and care of children with special needs. | | | | |
| 2.a. I adjust personal cultural biases as needed to improve interactions with others. | | | | |
| 2.b. I implement the CEC/ DEC Recommended Practices for the education and care of young children with special needs. | | | | |
| 2.c. I create an environment that is welcoming to children with exceptionalities and their families. | | | | |
| 3.a. I collaborate with higher education, state licensing and certification agencies, practitioners, professional associations, and other stakeholders to review state competencies that align with CEC, DEC, and other national professional standards. | | | | |
| 3.b. I analyze and adapt environment and practices to accommodate the individualized needs of all children. | | | | |
| 4.a. I promote efficient and coordinated service delivery for children and families; support practitioners from multiple disciplines and the family to work together as a team. | | | | |

PL: B. Inclusion (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 4.b. I advocate for policies and resources that promote the implementation of DEC position statements and Recommended Practices. | | | | |
| 4.c. I collaborate with other agencies and programs to develop and implement ongoing community-wide screening procedures to identify and refer children who may need additional evaluation and services. | | | | |

PL: B. Comments (record any additional information about your responses to PL: B competencies)

PL: C. Professional Work Habits

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I understand that being a professional requires dependable work habits and completing activities as planned. | | | | |
| 1.b. I participate in program decision-making as part of the staff team. | | | | |
| 2.a. I demonstrate professional work habits, such as confidentiality, accept support in providing best practices, and respect children, families, and colleagues. | | | | |
| 2.b. I implement the program's written policies and procedures that orient and welcome children and families verbally and in all print materials. | | | | |
| 3.a. I observe and analyze other professional strengths and adapt to my own best practices as appropriate. | | | | |

PL: C. Professional Work Habits (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 3.b. I evaluate my own performance and set goals, then use self-reflection to engage in ongoing assessment of strategies and effectiveness toward self-improvement. | | | | |
| 4.a. I access and implement supports and practices to be aware of workplace stress, anxiety, and burnout. | | | | |
| 4.b. I lead in practicing and promotion of using tools for healthy, safe, and emotional well-being Advocates for the early childhood care and education workforce to promote awareness and partnerships in providing quality early childhood care and education programming. | | | | |
| 4.c. Advocates for the early childhood care and education workforce to promote awareness and partnerships in providing quality early childhood care and education programming. | | | | |

PL: C. Comments (record any additional information about your responses to PL: C competencies)

PL: D. Ethics

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I engage in ethical practices for individuals in early care and education programs (e.g., NAEYC Code of Ethics, DEC Code of Ethics). | | | | |
| 1.b. I recognize and explain the importance of a professional code of ethical practices specific to individuals in early care and education programs. | | | | |

PL: D. Ethics (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 2.a. I recognize potentially unethical practices and share with the administrator or designated individual when appropriate. | | | | |
| 2.b. I demonstrate ethical practices with children, families, colleagues, and community partners. | | | | |
| 3.a. I support and reinforce opportunities that promote ethical practice in programs and across the early childhood care and education field. | | | | |
| 3.b. I compare ethical and unethical practices and take steps, individually or with colleagues, to resolve unethical actions. | | | | |
| 4.a. I model and articulate major ideas from a professional code of conduct for early care and education teachers, such as the National Association for the Education of Young Children (NAEYC) Professional Code of Ethical Conduct. | | | | |
| 4.b. I choose core ideas from a professional code of ethical conduct for early care and education teachers and models of ethical decision-making. | | | | |

PL: D. Comments (record any additional information about your responses to PL: D competencies)

PL: E. Professional Development

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I know about professional resources for learning (e.g., policies that detail staff responsibilities, planning time, and the importance of families and professionals across disciplines). | | | | |
| 1.b. I understand the impact of improving practice by actively pursuing learning opportunities, accepting coaching and mentoring support, and building on strengths. | | | | |
| 2.a. I actively participate in professional early childhood or related organizations. | | | | |
| 2.b. I intentionally select and participate in professional development opportunities. | | | | |
| 2.c. I apply knowledge of early childhood care education based on best practices for child development. | | | | |
| 3.a. I reflect on personal teaching and learning practices and improve knowledge by interacting with staff, attending training, or taking classes, and reading early childhood care and education journals, books, and research. | | | | |
| 3.b. I articulate personal philosophy of early childhood education based on best practices for child development and best teaching practices for children. | | | | |
| 3.c. I develop, implement, and regularly update a personal professional development plan that includes training and working toward early childhood care and education professional goals. | | | | |

PL: E. Professional Development (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 4.a. I actively mentor other professionals using collaboration, technical assistance, and coaching skills. | | | | |
| 4.b. I create and implement staff development opportunities based on reliable and valid professional development research. | | | | |
| 4.c. I evaluate current research in early childhood education and revise practice as appropriate. | | | | |
| 4.d. I provide leadership through the development and presentation of areas of expertise at community, state, regional, and national conferences. | | | | |

PL: E. Comments (record any additional information about your responses to PL: E competencies)

PL: F. Professionalism

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I understand the importance of displaying a positive attitude while working with children, families, and other professionals. | | | | |
| 1.b. I identify ways to maintain respectful and professional relationships with all. | | | | |
| 2.a. I develop positive adult-child and staff relationships. | | | | |
| 2.b. I promote an overall climate that fosters trust, collaboration, inclusion, and a sense of belonging. | | | | |
| 2.c. I demonstrate empathy for children and families. | | | | |
| 3.a. I engage with the team and other staff members, promoting constructive interactions and using everyone's strengths to improve work. | | | | |
| 3.b. I contribute to an overall workplace culture and climate that fosters a sense of belonging and the desire to support the organization's mission and goals. | | | | |
| 4.a. I collaborate in partnerships across levels (state and local) to create coordinated and inclusive systems of services and support. | | | | |
| 4.b. I provide consistent leadership roles (coaches, mentors) in the program and community. | | | | |

PL: F. Comments (record any additional information about your responses to PL: F competencies)

Domain: Administration, Program Planning, and Development (APPD)

Early Childhood Care and Education administrators establish, implement, and evaluate early childhood programs. Each early care and education program should be operated using sound business practices around:

- Hiring
- Training
- Staff development
- Managing program finances

Each program should have policies and procedures for:

- Maintaining documentation meeting guidelines of licensing requirements
- State and federal regulations
- Program quality standards
- Emergency situations

Program policies and procedures should be reviewed and shared on a regular basis with staff and families.

When I think about Administration, Program Planning, and Development, overall:

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| I can establish, implement, and evaluate early childhood programs. | | | | |

APPD: A. Program Planning

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand the curriculum and how it aligns with program goals and philosophy. | | | | |
| 2.a. I implement program assessment by conducting observations and evaluations for the purpose of program improvement. | | | | |
| 2.b. I explain program goals and expected outcomes clearly and consistently to families, personnel, and the public. | | | | |
| 2.c. I explain the relationship between the program's philosophy and the application of daily activities. | | | | |

APPD: A. Program Planning (CONTINUED)

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 3.a. I evaluate, select, and implement developmentally appropriate evidence-based curriculum (e.g., using (e.g., quality improvement initiatives). | | | | |
| 3.b. I analyze curriculum implementation and use findings to guide program planning. | | | | |
| 4.a. I continually evaluate and revise the program, so it meets the diverse and unique needs of children, families, personnel, and community partners. | | | | |
| 4.b. I advocate, evaluate, and apply current theory, research, policy, and effective practice to ensure continuous program improvement. | | | | |
| 4.c. I can design a marketing plan to promote the program. | | | | |

APPD: A. Comments (record any additional information about your responses to APPD: A competencies)

APPD: B. Financial Management

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I understand how to access and use multiple funding resources, as applicable, to the program. | | | | |
| 1.b. I follow policies and procedures around handling payments and fees. | | | | |
| 2.a. I apply valid financial management practices to achieve program goals and objectives. | | | | |
| 3.a. I use in-depth knowledge of the program and the early childhood care and education profession to secure fiscal and human resources to maximize their use. | | | | |
| 4.a. I create a high-quality program by choosing resources, equipment, and materials while staying within the budget. | | | | |
| 4.b. I can design, implement, and communicate policies in the staff and family handbooks, around financial policies, and procedures. | | | | |

APPD: B. Comments (record any additional information about your responses to APPD: B competencies)

APPD: C. Collaboration

| Competency | Always | Sometimes | Not Yet | N/A |
|---|--------|-----------|---------|-----|
| 1.a. I support and maintain positive relationships with co-workers, personnel, families, volunteers, and other professionals. | | | | |
| 2.a. I consistently plan and offer opportunities to families and/or communities by providing family education programs and collaborating with other agencies and programs. | | | | |
| 2.b. I establish and maintain a family handbook, with family input, describing program policies and procedures. | | | | |
| 2.c. I communicate awareness of community events for families of young children. | | | | |
| 3.a. I collect, evaluate, and use data to collaborate with families and community groups for continuous program improvement to examine the effectiveness of services in improving child outcomes. | | | | |
| 4.a. I collaborate with staff, families, professionals, and community groups to develop and implement policies, structures, and practices that promote shared decision-making. | | | | |
| 4.b. I develop and implement community outreach strategies to establish the program in the community. | | | | |

APPD: C. Comments (record any additional information about your responses to APPD: C competencies)

APPD: D. Personnel

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I recognize the importance of ensuring confidentiality is maintained at all levels of communication. | | | | |
| 2.a. I provide a work culture that fosters staff collaboration to solve problems and resolve conflict. | | | | |
| 2.b. I provide leadership and visionary direction to the overall operation of the program. | | | | |
| 3.a. I recruit, orient, supervise, and evaluate staff and volunteers in the early childhood care and education program. | | | | |
| 3.b. I analyze and strengthen the skills and abilities of the program's staff and volunteers by delivering quality and timely feedback. | | | | |
| 4.a. I establish an evidence-based professional growth system that provides early childhood care and education professionals with the needed support to carry out their responsibilities. | | | | |
| 4.b. I develop program policies, procedures, and an employee handbook with information on hiring practices, benefits, performance appraisals, staff development, and disciplinary processes. | | | | |

APPD: D. Comments (record any additional information about your responses to APPD: D competencies)

APPD: E. Standards

| Competency | Always | Sometimes | Not Yet | N/A |
|--|--------|-----------|---------|-----|
| 1.a. I have basic knowledge of the Kansas Early Learning Standards. | | | | |
| 2.a. I establish and maintain documentation that meets federal, state, and local legislation, regulation, and professional standards. | | | | |
| 3.a. I analyze and integrate federal, state, and local legislation, regulations, and professional standards to ensure staff provide healthy and safe practices for all children. | | | | |
| 4.a. I model recommended practices from a professional code of ethics. | | | | |

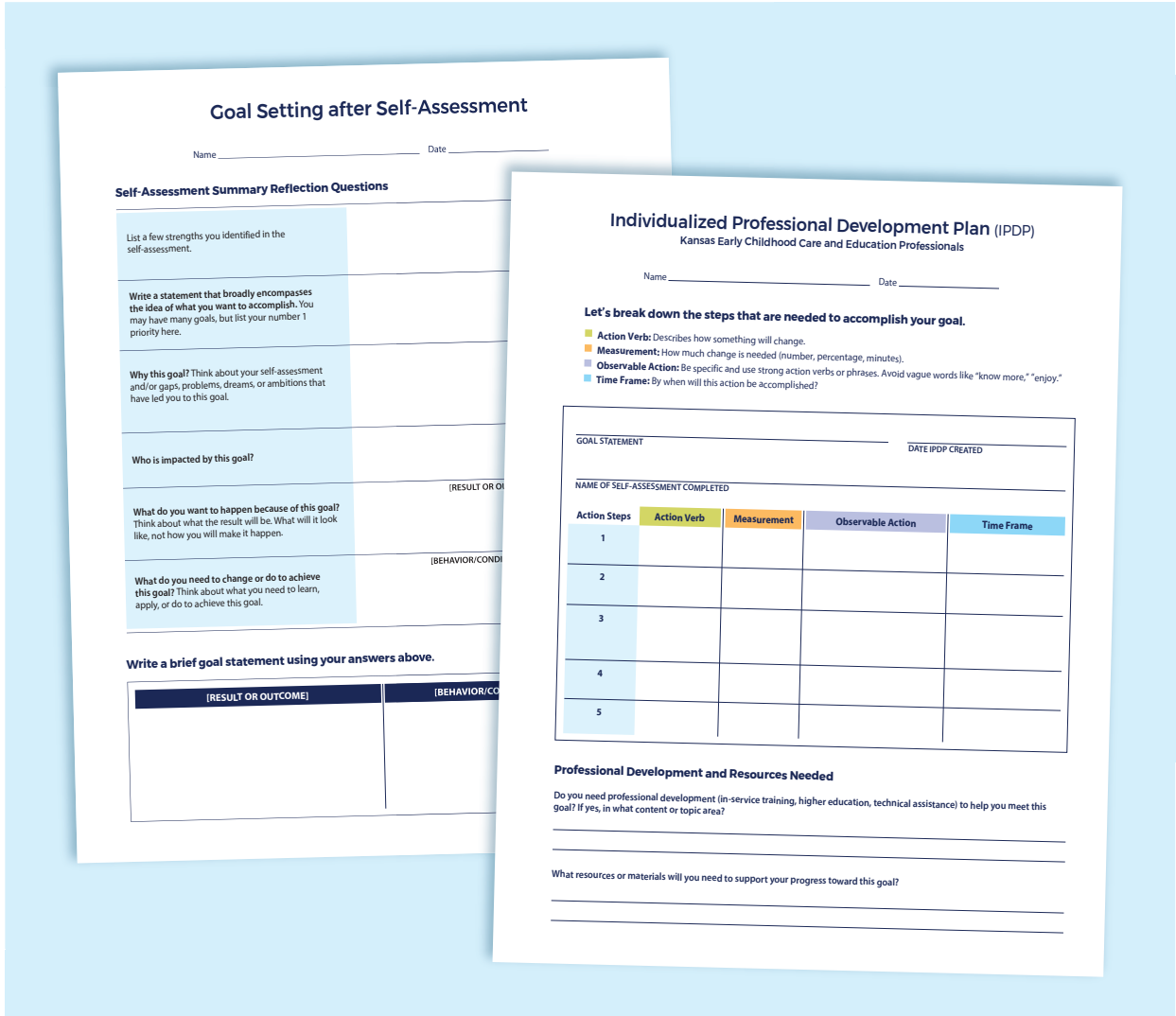
APPD: E. Comments (record any additional information about your responses to APPD: E competencies)

Step 3. Create your Individualized Professional Development Plan

Having completed a Self-Assessment and identified your strengths and areas for growth, you are now at the initial stage of your journey toward self-improvement as an Early Childhood Care and Education Professional. The next essential step is to create your Individualized Professional Development Plan (IPDP), focusing on enhancing and broadening your expertise as a professional.

Supplemental Resources to Support You

- Goal Setting after Self-Assessment
- Individualized Professional Development Plan



The resources provided are supplementary materials accessible online and through request from the supporting agency to assist with completing your Kansas Core Competencies for Early Childhood Care and Education Professionals Self-Assessment. These resources aim to aid in crafting your Goal Statement following the self-assessment process and in developing your Individualized Professional Development Plan.

For further details and downloads, visit <https://kccto.instructure.com/courses/3600>.

