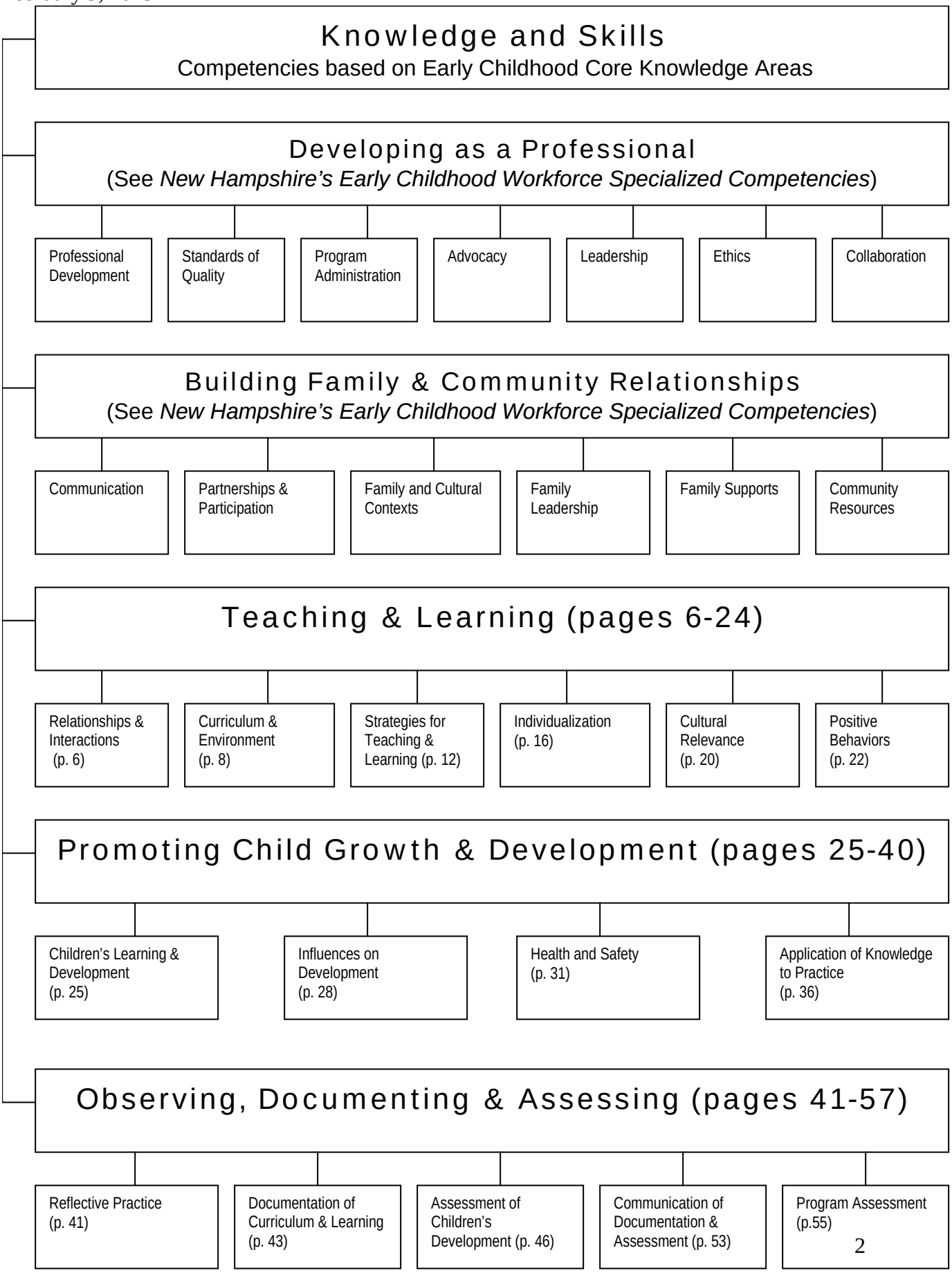
New Hampshire's
Infant and Toddler Workforce
Specialized Competencies

Child Development Bureau

Division for Children, Youth and Families

New Hampshire Department for Health and Human Services

www.dhhs.nh.gov/DHHS/CDB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Fourth Edition of NEW HAMPSHIRE'S INFANT AND TODDLER WORKFORCE SPECIALIZED COMPETENCIES
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Introduction to the Infant and Toddler Workforce Specialized Competencies

The New Hampshire Early Childhood Professional Development System http://www.dhhs.nh.gov/dcyf/cdb/profdev.htm has been in existence since 1999, and a major revision to the system was completed in 2009 with further revision in 2012, to include the Infant Toddler Credential Endorsement. In 2010 the Infant Toddler Credential Task Force began eighteen months of work developing an Infant Toddler Credential Endorsement and Infant Toddler Competencies to address the infant toddler workforce and professional development for this specialized area of early childhood education.

The Infant Toddler Credential Task Force developed the Infant Toddler (IT) Competencies as an accompaniment to the Infant Toddler Credential Endorsement. Core Knowledge and Competencies are the knowledge and skills that early childhood professionals bring to and demonstrate in their work. With the development of the Infant/Toddler Competencies, the Preschool Competencies, and the Early Childhood Competencies, the early childhood community has access to an assessment tool to reflect on the knowledge and skills of those working with or on behalf of infants, toddlers and their families. Self-assessment supports reflective practice, a cornerstone of professionalism and best practice in the field of early childhood education. This ability for professionals to assess their knowledge and skills is important for professional growth and continuous quality improvement. Each of the three competencies booklets includes suggestions for intentional use of the competencies as they relate to specific Core Knowledge Areas.

The Infant Toddler Task Force designed the Infant Toddler Competencies for use by all professionals who work with children under age three and their families, across all relevant systems. Members of the task force represented cross sectors and disciplines: Early Intervention; Special Medical Services; Early Head Start; Head Start; Institutes of Higher Education; Child Care Licensing; New Hampshire Association for the Education of Young Children; Child Care Aware of New Hampshire; Child Care Programs; Maternal and Child Health; Early Supports and Services; and the Child Development Bureau in the Division for Children, Youth, and Families.

Our work on the competencies relied heavily on the work of the Office of Child Care and the Office of Head Start, which produced "*A Guide to Effective Consultation with Settings Serving Infants, Toddlers, and Their Families, Core Knowledge, Competencies, and Dispositions*", other state IT competencies, particularly Illinois and Maine, the New Hampshire Association for Infant Mental Health's *New Hampshire's Early Childhood and Family Mental Health Competencies* (in alignment with), the National Association for the Education of Young Children's *NAEYC Standards for Early Childhood Professional Preparation*, and our project technical assistance expert, Dianne Lake, from Zero To Three. We are indebted to them and to the members of the Infant Toddler Credential Task Force.

Members of the Infant Toddler Credential Task Force:

Wendie Adam, Head Start
Kristin Booth, Division for Children, Youth, & Families
Pat Cantor, Plymouth State University
Melissa Clement, Child Care Licensing Unit
Denise Corvino, Child Care Licensing Unit
Susan Foley, Division for Children, Youth, & Families
Gail Gettens, St. Paul's School
Linda Graham, Bureau of Developmental Services
Lorraine Harris, DHMC Child Care Center
Maureen Hickey, Head Start Training & Technical Assistance
Marti Ilg, Lakes Region Child Care Services
Sharon Kaiser, Special Medical Services
Shelly Kernozicky, Child Care Aware of New Hampshire
Jessica Locke, Division for Children, Youth, & Families
Tessa McDonnell, Granite State College
Vanessa Pride, Early Head Start
Nancy Pynchon, Rivier University Early Childhood Center
Lisa Ranfos, UNH Child Study & Development Center
Lisa Strout, Rivier University
Jessica Sugrue, Division for Children, Youth, & Families
Patty Tripp, Head Start Training& Technical Assistance
Ellen Wheatley, Division for Children, Youth, & Families

In Memoriam: Brooke Stebbins, Maternal and Child Health

All Fully Competent!

To self-assess your competencies, use NEW HAMPSHIRE'S INFANT AND TODDLER WORKFORCE SPECIALIZED COMPETENCIES SELF-ASSESSMENT tool, page 59.

Infant and Toddler Workforce Specialized Competencies for Teaching and Learning, Promoting Child Growth and Development, Observing, Documenting, and Assessing

The competencies in this booklet are applicable to professionals who work with or on behalf of infants and toddlers and their families. Infant/toddler professionals need the age specific competencies in this book, as well as the competencies in two additional Core Knowledge Areas that apply to all professionals working with infants, toddlers, preschoolers and children in grades kindergarten through third grade. Please refer to the booklet of New Hampshire's Early Childhood Workforce Specialized Competencies for the Core Knowledge Areas *Developing as a Professional* and *Building Family and Community Relationships.*

These specialized competencies encompass Competencies specific to working with and for our youngest and most vulnerable children. The knowledge and skills included in these competencies, arranged by advancing levels, are necessary for optimal professional growth and development across sectors and disciplines. Following are some guidelines for use of the competencies in this booklet:

- Use all levels of competencies, Foundational, Intermediate, Advanced, and Specialist, as a self-assessment tool and for planning professional development to increase competency.
- Use all levels of competencies to set expectations for other professionals and assess progress in meeting expectations.
- Use the Foundational level of competencies as pre-service orientation for those entering the field, to teach the importance of understanding the specialized nature of working with infants and toddlers.
- Teachers, home visitors, early intervention specialists, medical specialists, and others who work with young children and families can use the Intermediate or higher level(s) of competencies to inform practice and identify strategies to improve service delivery.
- Program leaders can use the Advanced level competencies to help develop program policies, such as in staff handbooks, specific to infants and toddlers.
- Consultants can use the Specialist level of competencies to assess their own expertise, to conduct continuous quality improvement in their own work, and to provide technical assistance to others to improve quality.
- Institutes of Higher Education can align these competencies with specific course content. The competencies in this booklet would align with knowledge and skills taught in coursework such as, *Infant and Toddler Care and Education, Infant Toddler Development, Developing Curriculum for Infants and Toddlers,* and more.
- Use competencies to assess practicum students. All of the competencies are valuable as assessment tools for practicum coursework. Student teachers can self-assess and/or be assessed by practicum faculty.

Users of this booklet and the Early Childhood Competencies booklet will discover many more valuable ways to incorporate all of the competencies into practice with or on behalf of infants, toddlers, and their families. Share your ideas with your colleagues and help others to grow professionally!

Core Knowledge 3 Teaching and Learning	**Foundational Knowledge=K1 Skill=S1**	**Intermediate Knowledge=K2 Skill=S2**	**Advanced Knowledge=K3 Skill=S3**	**Specialist Knowledge=K4 Skill=S4**
Component 1 **3.1 Relationships and Interactions**	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Communication skills**	☐ Knowledge 3.1C1K1 Understands the importance of verbally acknowledging families as well as infants and toddlers.	☐ Knowledge 3.1C1K2 Knows how to encourage positive communication skills in staff and families.	☐ Knowledge 3.1C1K3 Explains that communication is essential to managing challenging staff/family and staff/administration relationships.	☐ Knowledge 3.1C1K4 Identifies theories, styles and modes of communication appropriate for use in consultation with programs.
	☐ Skill 3.1C1S1 Shows chldren and families they are welcome by addressing them by name upon arrival in classroom/program/home.	☐ Skill 3.1C1S2 Models clear articulation of thoughts and ideas as well as positive communication skillls for staff and families.	☐ Skill 3.1C1S3 Demonstrates mediation of challenging relationships among staff and/or families and successfully communicates difficult messages.	☐ Skill 3.1C1S4 Uses styles and modes of communication appropriate for consultation and tailored to address the needs of the program.
Competency 2 (C2): **Engagement**	☐ Knowledge 3.1C2K1 Understands that eye contact and "conversation" (repeating sounds back to infants and modeling words for toddlers) promotes healthy brain development.	☐ Knowledge 3.1C2K2 Recognizes when infants/toddlers are ready to expand their explorations and is aware of the need to provide security while encouraging growth.	☐ Knowledge 3.1C2K3 Discusses the system of primary caregiving and knows how to implement the system in infant/toddler programs.	☐ Knowledge 3.1C2K4 Knows that professionals who feel valued and fulfilled in their work provide opportunities for optimal growth and development of children and support for families.

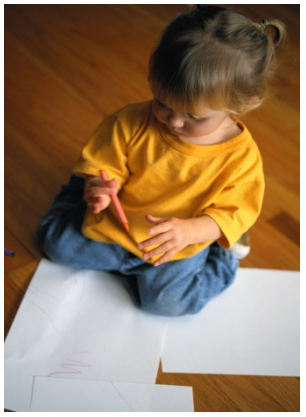
	☐ Skill 3.1C2S1 Practices using eye contact and sounds/language with infants/toddlers during routines such as diapering and feeding.	☐ Skill 3.1C2S2 Sets up learning explorations for infants/toddlers while providing a secure base from which to launch explorations.	☐ Skill 3.1C2S3 Develops policies and procedures that support staff to implement and maintain a primary caregiving system.	☐ Skill 3.1C2S4 Provides training and technical assistance to programs to help them build morale through team building and program changes.
Competency 3 (C3): **Knowledge of children, youth and families**	☐ Knowledge 3.1C3K1 Knows the major milestones of infant/toddler development and is aware that development is supported through daily routines	☐ Knowledge 3.1C3K2 Aware of the stages of family development and the impact on infant/toddler development.	☐ Knowledge 3.1C3K3 Understands that staff who work with families need training specific to family development to help build relationships with families.	☐ Knowledge 3.1C3K4 Recognizes the need to educate families as well as staff regarding child and family development and how the two impact each other.
	☐ Skill 3.1C3S1 Shares with families how daily routines with infants/toddlers support development of major milestones.	☐ Skill 3.1C3S2 Models and promotes positive parent/child interactions based on the stage of development of the family.	☐ Skill 3.1C3S3 Organizes opportunities for staff training specific to family development.	☐ Skill 3.1C3S4 Teaches family development theory and/or creates training for families and professionals focused on child and family development.
May Be Evidenced By:	• Observations of interactions with families and children during transitions to/from the program. • Observations of conversations with infants or toddlers.	• Observations of verbal communication with families and staff. • Documentation of infant/toddler learning explorations.	• Observation of infant setting showing evidence of successful implementation of a primary caregiver system. • Infant Toddler program policies.	• Copies of training/course outlines/syllabi and learning outcomes. • Training evaluations.

Component 2 **3.2 Curriculum and Environment**	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Developmentally appropriate environments and practice**	☐ Knowledge 3.2C1K1 Gives examples to show that infants/toddlers need lots of opportunities to explore learning materials and that learning takes place through repetition.	☐ Knowledge 3.2C1K2 Knows how to arrange space and materials to create a stimulating environment that promotes growth and development.	☐ Knowledge 3.2C1K3 Describes how infants/toddlers learn and why the environment is critical to promoting growth in all developmental domains.	☐ Knowledge 3.2C1K4 Understands that requests for consultation to address challenges with infants/toddlers often stem from inappropriate environments.
	☐ Skill 3.2C1S1 Sets up appropriate learning explorations and offers materials multiple times, such as reading the same book repeatedly.	☐ Skill 3.2C1S2 Arranges learning materials and the environment based on observations of children's development.	☐ Skill 3.2C1S3 Prepares information about infant/toddler learning and environments to share with families and defends a program philosophy of developmentally appropriate practices.	☐ Skill 3.2C1S4 Provides consultation for programs that is based on observations of the environment and includes educating staff regarding developmentally appropriate practices.
Competency 2 (C2): **Evaluation of appropriate equipment and materials**	☐ Knowledge 3.2C2K1 Knows the importance of checking equipment and toys for safety. Determines developmental appropriateness of materials.	☐ Knowledge 3.2C2K2 Identifies materials and equipment appropriate for stimulating growth and development and matches with developmental stages of children.	☐ Knowledge 3.2C2K3 Familiar with health and safety standards regarding materials and equipment for infants/toddlers and knows how to stay current with standards.	☐ Knowledge 3.2C2K4 Selects environment assessment tools such as the Infant/Toddler Environmant Rating Scale (ITERS). http://ers.fpg.unc.edu/node/84

	☐ Skill 3.2C2S1 Inspects learning toys and equipment daily, checking for safety. Chooses materials for infants/toddlers based on developmental appropriateness.	☐ Skill 3.2C2S2 Observes infants/toddlers during routines and play to assess stages of development and how well the learning materials and equipment meet developmental needs.	☐ Skill 3.2C2S3 Registers for email updates from licensing and the Centers for Disease Control and Prevention regarding equipment such as cribs http://www.cdc.gov/	☐ Skill 3.2C2S4 Conducts assessment of infant/toddler environments using tools such as the ITERS, shares results with appropriate individual(s), and assists with action planning http://ers.fpg.unc.edu/node/84
Competency 3 (C3): **The significance of play**	☐ Knowledge 3.2C3K1 States the benefits of active play in promoting growth and development in infants/toddlers.	☐ Knowledge 3.2C3K2 Articulates the role of play in infant/toddler growth and development to families and colleagues.	☐ Knowledge 3.2C3K3 Recognizes the value of modeling developmentally appropriate play activities with infants/toddlers for staff and families.	☐ Knowledge 3.2C3K4 Discusses theories of play with early childhood students, child care professionals and families.
	☐ Skill 3.2C3S1 Discovers regular opportunities for active play such as tummy time for infants and climbing for toddlers.	☐ Skill 3.2C3S2 Schedules routine play opportunities (outside as well as inside) to promote growth and development across all developmental domains.	☐ Skill 3.2C3S3 Illustrates play with infants/toddlers to model (for staff and/or parents) appropriate activities that promote growth and development.	☐ Skill 3.2C3S4 Teaches theories of play, including stages of play, and interprets how theory is evidenced in practice for students, professionals and families.
Competency 4 (C4): **Emergent curriculum**	☐ Knowledge 3.2C4K1 Understands that infants/toddlers learn through active exploration and sensory experiences.	☐ Knowledge 3.2C4K2 Knows how to rotate learning materials and change the environment to encourage emergence of developing skills such as crawling and climbing.	☐ Knowledge 3.2C4K3 Explains the value and process of emergent curriculum for infants/toddlers to families and staff.	☐ Knowledge 3.2C4K4 Recognizes that emergent curriculum for infants/toddlers may not be a shared philosophy across all sectors and disciplines.

	☐ Skill 3.2C4S1 Sets up opportunities for active exploration and sensory activities appropriate for infants or toddlers.	☐ Skill 3.2C4S2 Employs observation techniques to discover evidence of emerging development, and modifies the environment/materials to encourage growth.	☐ Skill 3.2C4S3 Illustrates the value of emergent curriculum through visual displays, written program documents such as program handbook, and training presentations.	☐ Skill 3.2C4S4 Chooses opportunities to work with cross sectors and disciplines and to defend an emergent curriculum approach with infants/toddlers.
Competency 5 (C5): **Research-based**	☐ Knowledge 3.2C5K1 Recalls information about attachment and its impact on relationships with infants/toddlers.	☐ Knowledge 3.2C5K2 Summarizes concepts of infant/toddler development, brain development and attachment theory.	☐ Knowledge 3.2C5K3 Recognizes the need to stay current with research regarding infant/toddler development.	☐ Knowledge 3.2C5K4 Expresses a need to inform others of recent research that can inform practice among infant/toddler professionals.
	☐ Skill 3.2C5S1 Practices routines with infants/toddlers to strengthen child/caregiver attachment.	☐ Skill 3.2C5S2 Arranges learning activities based on recent research of attachment theory, brain development and infant/toddler development.	☐ Skill 3.2C5S3 Attends local, state and national training focused on infants/toddlers and families, such as the Birth to Three Institute.	☐ Skill 3.2C5S4 Demonstrates knowledge of research through written journal articles, state or national presentations and/or college course syllabi.
Competency 6 (C6): **Design, development and evaluation**	☐ Knowledge 3.2C6K1 Distinguishes observation and assessment as the foundation for designing the environment and curriculum.	☐ Knowledge 3.2C6K2 States the benefits of using the Infant Toddler Environment Rating Scale (ITERS) evaluation tool to assess the environment. http://ers.fpg.unc.edu/node/84	☐ Knowledge 3.2C6K3 Explains how to use the ITERS and relates evaluation of the environment to program quality improvement. http://ers.fpg.unc.edu/node/84	☐ Knowledge 3.2C6K4 Recognizes the value in collaborating with programs that provide services for infants/toddlers and families as a resource for designing high quality infant/toddler programs.

	☐ Skill 3.2C6S1 Practices observation and assessment of infants/toddlers to evaluate the effectiveness of the environment and curriculum.	☐ Skill 3.2C6S2 Uses the ITERS tool and translates results into practice to modify the environment. http://ers.fpg.unc.edu/node/84	☐ Skill 3.2C6S3 Schedules training on the ITERS for staff and encourages staff to evaluate and modify environment elements for quality improvement. http://ers.fpg.unc.edu/node/84	☐ Skill 3.2C6S4 Prepares mentorships to help programs design high quality infant/toddler environments and curriculum.
Competency 7 (C7): **Competence in content areas and academic disciplines**	☐ Knowledge 3.2C7K1 Recognizes the Early Learning Standards as a framework for developmentally appropriate practice.	☐ Knowledge 3.2C7K2 Explains how early experiences support growth and development in all domains.	☐ Knowledge 3.2C7K3 Discusses the importance of ongoing professional development focused on content related to infants/toddlers and/or families.	☐ Knowledge 3.2C7K4 Gives examples of best practices for higher education professional development opportunities to improve quality across sectors and disciplines.
	☐ Skill 3.2C7S1 Applies knowledge about the Early Learning Standards to work with children and families.	☐ Skill 3.2C7S2 Demonstrates infant/toddler content competence by including information about early learning in notes or newsletters for families, and documentation panels depicting early learning.	☐ Skill 3.2C7S3 Provides opportunities for ongoing professional development related to infants/toddlers and/or families and includes requirements for staff professional development in policies.	☐ Skill 3.2C7S4 Analyzes infant/toddler content in professional development and collaborates with cross sectors and disciplines to improve the quality of higher education programs/practices.



May Be Evidenced By:	• Observations of active engagement with children and of infant/toddler environment. • Copy of action plan completed after attending training.	• Written observations of infants/toddlers. • Copy of newsletter for families. • Documentation panel.	• Copy of family/program philosophy and policies. • Copies of training certificates.	• Copy of completed ITERS assessment and action plan. • Copy of college course syllabus/journal article/presentation outline.
Component 3: **3.3 Strategies for Teaching and Learning**	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Intentionality**	☐ Knowledge 3.3C1K1 Recalls that infants/toddlers learn through imitation of and interaction with adults.	☐ Knowledge 3.3C1K2 Knows how to interpret observations of individual children as a preview to the next stage of development.	☐ Knowledge 3.3C1K3 Recognizes the need for planning time for staff to interpret observations of infants/toddlers and develop learning experiences.	☐ Knowledge 3.3C1K4 Familiar with self-assessment tools such as *A Guide to Effective Consultation with Settings Serving Infants, Toddlers, and Their Families* (CKC), *NH Early Childhood and Family Mental Health Competencies*, *NH Infant Toddler Specialized Competencies*, and the *NH IT and Preschool Competencies*.
	☐ Skill 3.3C1S1 Practices modeling positive behavior and verbal interactions for infants/toddlers.	☐ Skill 3.3C1S2 Plans and implements learning experiences in anticipation of the next developmental stage, to encourage growth.	☐ Skill 3.3C1S3 Provides coverage for staff team meetings to allow planning time at least weekly.	☐ Skill 3.3C1S4 Uses self-assessment tools to guide own practice, intentionally meeting and/or exceeding competencies.

Competency 2 (C2): **Learning experiences that develop emerging critical thinking**	☐ Knowledge 3.3C2K1 States that early experiences stimulate brain development and problem-solving skills.	☐ Knowledge 3.3C2K2 Understands how to stimulate critical thinking skills for infants/toddlers.	☐ Knowledge 3.3C2K3 Reviews learning materials for infants/toddlers that help to develop critical thinking.	☐ Knowledge 3.3C2K4 Describes for professionals the process of brain development and "wiring" the brain for problem-solving and reasoning, and knows how to educate professionals about how to support brain development.
	☐ Skill 3.3C2S1 Follows the lead of the teacher in the infant/toddler classroom in engaging in play with infants/toddlers, using cause and effect toys.	☐ Skill 3.3C2S2 Applies knowledge by talking about what is happening during play with infants and asks toddlers questions to stimulate problem-solving, such as "How can we move the block without using our hands?"	☐ Skill 3.3C2S3 Purchases developmentally appropriate learning materials such as cause and effect toys and sand/water tables for infant/toddler environments and/or home visiting kits.	☐ Skill 3.3C2S4 Provides research-based training and/or resources about brain development and emerging critical thinking in infants and toddlers.
Competency 3 (C3): **Reflective practice to promote positive outcomes**	☐ Knowledge 3.3C3K1 Aware of the skills necessary to work with infants/toddlers as part of a team.	☐ Knowledge 3.3C3K2 Understands the process of using reflective practice to determine positive approaches to working with individual children.	☐ Knowledge 3.3C3K3 Knows how to use the parallel process in supervision to promote positive outcomes for infants/toddlers and their families	☐ Knowledge 3.3C3K4 Explains the process and value of reflective practice in working with professionals who serve infants/toddlers and their families

	☐ Skill 3.3C3S1 Uses job description and/or the Infant/Toddler (I/T) Specilaized Competencies, Foundational level, as a self-assessment tool.	☐ Skill 3.3C3S2 Practices self-reflection and flexiible response in determining approaches to teaching that result in positive outcomes for individual children. Uses the Intermediate level I/T Specilaized Competencies for self-assessment.	☐ Skill 3.3C3S3 Schedules routine supervision meetings with staff to provide opportunities for staff to work through challenges using parallel process, careful observation, self-reflection and flexible response. Uses the Advanced level I/T Specilaized Competencies for self-assessment.	☐ Skill 3.3C3S4 Models and promotes reflective practice through consultation with professionals who serve children and their families. Encourages the use of the Infant/Toddler Specialized Competencies as a tool for self-reflection. Uses the Specialised level I/T competencies for self-assessment.
Competency 4 (C4): **Developmentally appropriate approaches**	☐ Knowledge 3.3C4K1 Defines developmentally appropriate practice and understands what it means for work with infants or toddlers.	☐ Knowledge 3.3C4K2 Describes the continuum of infant/toddler development and what is appropriate practice for each stage of development.	☐ Knowledge 3.3C4K3 Outlines a program philosophy that is based on developmentally appropriate practices with children.	☐ Knowledge 3.3C4K4 Selects resources that educate others about developmentally appropriate approaches and that support best practices with infants/toddlers.
	☐ Skill 3.3C4S1 Demonstrates (verbally and non-verbally) expectations that are appropriate for infants or toddlers.	☐ Skill 3.3C4S2 Provides learning materials and activities that are appropriate and individualized for each child's stage of development.	☐ Skill 3.3C4S3 Writes a section about developmentally appropriate practice in the program philosophy for the policy manual/handbook.	☐ Skill 3.3C4S4 Evaluates program practices and policies to determine how well they meet best practices criteria based on developmentally appropriate approaches.

Competency 5 (C5): **Tools and methods for early education**	☐ Knowledge 3.3C5K1 Recognizes that educating infants/toddlers is very different from educating preschoolers.	☐ Knowledge 3.3C5K2 Explains that the tools and methods for educating infants/toddlers are the daily routines, the learning environment and materials, and opportunities for exploration.	☐ Knowledge 3.3C5K3 Arranges educational opportunities for staff and families to learn about methods of education specific to infants/toddlers.	☐ Knowledge 3.3C5K4 Identifies the tools and methods necessary for those who work with or on behalf of children and their families to have in order to promote early brain development and learning.
	☐ Skill 3.3C5S1 Practices teaching methods with infants/toddlers and modifies methods per feedback from mentor/supervisor.	☐ Skill 3.3C5S2 Puts knowledge into practice by seizing opportunities to educate children throughout the day, during routines and transitions, in active play and through verbal interactions.	☐ Skill 3.3C5S3 Schedules educational opportunities to learn about methods and tools for working with infants/toddlers and encourges staff and families to attend.	☐ Skill 3.3C5S4 Illustrates teaching methods and tools appropriate for teaching young children, for professionals and families.
May Be Evidenced By:	• Copy of self-assessment. • Observation and assessment of teaching methods using the Infant/Toddler competencies.	• Observation of interactions with infants/toddlers during routines and active play. • Observation notes regarding individual infant/toddler development. • Self-assessment using the I/T competencies.	• Presence of developmentally appropriate learning materials that stimulate critical thinking for infants/toddlers. • Supervision notes. • Self-assessment using the I/T competencies.	• Consultation notes and recommendations for program quality improvements and staff development. • Self-reflection notes and/or self-assessment using the *Guide to Effective Consultation* and/or the I/T competencies. • Copy of training presentation(s).

Component 4 **3.4 Individualization**	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Temperament**	☐ Knowledge 3.4C1K1 Recalls that children are born with different temperaments that can influence behavior.	☐ Knowledge 3.4C1K2 Identifies the type of temperament displayed by each infant/toddler and articulates how to tailor approaches based on temperament.	☐ Knowledge 3.4C1K3 Recognizes the importance of establishing a goodness of fit between an individual child and the primary caregiver.	☐ Knowledge 3.4C1K4 Predicts how temperament traits affect child/adult relationships and that a bad fit raises potential for child abuse and neglect.
	☐ Skill 3.4C1S1 Practices matching approaches to individual infants/toddlers with the temperaments displayed by those children.	☐ Skill 3.4C1S2 Provides information about each individual infant/toddler's temperament to other primary caregivers and to child's family.	☐ Skill 3.4C1S3 Reviews family questionnaire to learn about their child's temperament and matches child with appropriate primary caregiver.	☐ Skill 3.4C1S4 Provides training such as the Preventing Child Abuse and Neglect (PCAN) unit on Temperament for professionals and families.
Competency 2 (C2): **Developmentally appropriate practices for individual children**	☐ Knowledge 3.4C2K1 Understands that each infant/toddler develops at his/her own pace and has his/her own needs.	☐ Knowledge 3.4C2K2 Knows how to individualize learning experiences based on the developmental stage, temperament, likes and dislikes and needs of each infant/toddler.	☐ Knowledge 3.4C2K3 States a program philosophy of developmentally appropriate practices and knows how to assess potential staff to determine if personal philosohpy matches.	☐ Knowledge 3.4C2K4 Recognizes that across sectors and disciplines philosophies vary and that collaboration around what is developmentally approriate for infants/toddlers is critical for optimal development.

	☐ Skill 3.4C2S1 Reviews schedule provided by family for eating, sleeping and toileting at home and attempts to follow schedule in program.	☐ Skill 3.4C2S2 Applies knowledge by planning and implementing individualized learning experiences for children.	☐ Skill 3.4C2S3 Examines through directed interview questions the personal philosophy of potential staff and predicts a goodness of fit.	☐ Skill 3.4C2S4 Promotes an understanding of developmentally appropriate practices for infants/toddlers across sectors and disciplines.
Competency 3 (C3): **Theoretical and legal foundations for special supports**	☐ Knowledge 3.4C3K1 Recognizes that there are laws protecting the rights of children with special needs, including infants and toddlers.	☐ Knowledge 3.4C3K2 Describes the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) Part C for infants and toddlers. http://nichcy.org/laws/idea/partc	☐ Knowledge 3.4C3K3 Knows how to access services for infants/toddlers in need of special supports and their families through early intervention resources and community partners.	☐ Knowledge 3.4C3K4 Explains to professionals their legal responsibilities in accordance with ADA, IDEA Part C, Individual Family Service Plans (IFSPs) and the process for referral and/or evaluation of children under three years of age. http://nichcy.org/laws/idea/partc
	☐ Skill 3.4C3S1 Plans professional development to learn about laws protecting children with special needs and reviews program policies regarding support for children with special needs.	☐ Skill 3.4C3S2 Interprets the legal requirements of ADA, IDEA Part C, to ensure that suuports for infants/toddlers and their families are provided in accordance with existing IFSPs. http://nichcy.org/laws/idea/partc	☐ Skill 3.4C3S3 States in written policies that the program/staff make reasonable accomodations for infants/toddlers with special needs that align with ADA, IDEA Part C. http://nichcy.org/laws/idea/partc	☐ Skill 3.4C3S4 Consults with professionals about providing referrals and/or evaluations of children under three years of age and/or connects those who work with children under three years of age with early intervention services.

Competency 4 (C4): **Adaptations of the environment and curriculum**	☐ Knowledge 3.4C4K1 Identifies health and safety needs of individual children.	☐ Knowledge 3.4C4K2 Knows how to make accommodations for infants/toddlers with special needs.	☐ Knowledge 3.4C4K3 Discusses with staff how to partner with families and consultants to individualize the environment and curriculum for infants/toddlers.	☐ Knowledge 3.4C4K4 Understands the overlapping components of individualizing the environment and curriculum for children.
	☐ Skill 3.4C4S1 Demonstrates knowledge of individual health/safety needs of children by adapting the environment as appropriate.	☐ Skill 3.4C4S2 Provides accomodations for infants/toddlers with special needs by modifying the environment, equipment and learning activities.	☐ Skill 3.4C4S3 Solves environment/curriculum challenges for children with input from families, staff and consultants by modeling a partnership approach.	☐ Skill 3.4C4S4 Provides guidance and/or training regarding observation, documentation, planning, implementation and reflection to individualize curriculum and environments for children.
Competency 5 (C5): **Developmentally and culturally appropriate communication**	☐ Knowledge 3.4C5K1 Understands the value in respecting family culture when interacting with children.	☐ Knowledge 3.4C5K2 Identifies families' viewpoints regarding child rearing. Knows the sequence of language development and the importance of using familiar language.	☐ Knowledge 3.4C5K3 Knows how to approach situations where family culture may clash with program philosophy.	☐ Knowledge 3.4C5K4 Recognizes that what may be perceived as behavioral challenges in children may be due in part to inappropriate expectations and miscommunication.

	☐ Skill 3.4C5S1 Practices communicating with children in ways that respect family culture by acknowledging special words, names, routines, etc. Speaks with infants/toddlers in a conversational tone (avoids using "baby talk").	☐ Skill 3.4C5S2 Models respect for individual family culture and values regarding childrearing. Intentionally enters into conversations with infants or toddlers to stimulate oral communication and language development, using words of family's home language when appropriate.	☐ Skill 3.4C5S3 Negotiates with families to determine caregiving practices that are responsive to family culture and appropriate for the setting.	☐ Skill 3.4C5S4 Consults with professionals or families to assess perceived behavioral challenges and uses the parallel process to promote understanding of expectations for children that are developmentally appropriate.
Competency 6 (C6): **Effective partnerships with parents, families and other professionals**	☐ Knowledge 3.4C6K1 Understands that families know their infants/toddlers best and that other professionals offer valuable expertise and experience.	☐ Knowledge 3.4C6K2 Indicates a belief that parents/guardians and other professionals are invaluable members of a team that supports infants or toddlers	☐ Knowledge 3.4C6K3 Gives examples of how to build trust relationships with families and other professionals.	☐ Knowledge 3.4C6K4 Identifies potential partnerships that improve practice and provide support for the families of infants/toddlers and for professionals.
	☐ Skill 3.4C6S1 Listens respectfully to the information that families share about their children and views other professionals as valuable resources.	☐ Skill 3.4C6S2 Welcomes team members into the environment, listens to ideas and advice, and acknowledges the contributions of team members.	☐ Skill 3.4C6S3 Operates an open door policy for families and ensures that other professionals who work with infants/toddlers in the program are treated with respect and feel valued.	☐ Skill 3.4C6S4 Generates connections with and among professionals, families, consultants, and programs that can provide appropriate support, and acts as a mentor to build and strengthen partnerships.

May Be Evidenced By:	• Feedback from families and other professionals. • Observations of verbal interactions with infants/toddlers. • Copy of professional development plan.	• Notes regarding developmental progress of infants/toddlers. • Observations of verbal interactions with children. • Observation of accomodations to environment to meet the needs of individual children.	• Statements in written policies regarding developmentally appropriate practices and about accomodating infants/toddlers with special needs according to the ADA, IDEA Part C. • Copy of program evaluations completed by parents/guardians.	• Evaluations completed by PCAN and other training attendees. • Sample of consultation notes or notes regarding partnership meetings.
Component 5 **3.5 Cultural Relevance**	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Family involvement combined with effective methods of working with families**	☐ Knowledge 3.5C1K1 States the value in including families as active participants in the infant or toddler curriculum and environment.	☐ Knowledge 3.5C1K2 Expresses the need to partner with families to create an infant/toddler environment that is reflective of the children's families.	☐ Knowledge 3.5C1K3 Identifies ways to include families and to value family culture throughout the program/organization	☐ Knowledge 3.5C1K4 Defines cultural competency and explains how to help develop this in programs that serve infants/toddlers and their families.

	☐ Skill 3.5C1S1 Discovers opportunities to engage in activities with families and their children in the program and acknowledges family contributions to the environment.	☐ Skill 3.5C1S2 Employs family contributions to the infant/toddler environment such as photos, special items (which meet health and safety standards) for display, developmentally appropriate toys and books, etc.	☐ Skill 3.5C1S3 Schedules special events for families, purchases learning materials such as books and dolls which depict all types of families and welcomes suggestions from families to assure a culturally competent program.	☐ Skill 3.5C1S4 Provides consultation/mentoring to programs serving infants/toddlers and their families to help them understand and develop cultural competency and assists in developing action plans.
Competency 2 (C2): **Anti-bias curriculum**	☐ Knowledge 3.5C2K1 Understands that culture is much more than race and ethnicity.	☐ Knowledge 3.5C2K2 Relates that one's own culture may reflect bias toward others and that this impacts relationships with children and families.	☐ Knowledge 3.5C2K3 Recognizes the challenges of providing an anti-bias program for infants/toddlers and their families.	☐ Knowledge 3.5C2K4 Summarizes the learning outcomes for anti-bias curriculum training.
	☐ Skill 3.5C2S1 Demonstrates respect for the culture of other professionals and families of infants/toddlers in the program.	☐ Skill 3.5C2S2 Practices reflecting on own bias and intentionally applies an anti-bias curriculum approach by eliciting information from families regarding their culture.	☐ Skill 3.5C2S3 Provides resources for staff, such as training and self-assessment checklists, to help staff reflect on their own biases and to develop an anti-bias program approach.	☐ Skill 3.5C2S4 Presents anti-bias curriculum training to program managers, staff and other professionals who work with children and famlies.

May Be Evidenced By:	• Observations of interactions with families and other professionals.	• Displays of photos and other items representing families of infants/toddlers. • Journal reflections.	• Flyers, posters, bulletin boards, newsletters announcing events for families and program materials reflective of families. • Resources available for staff.	• Copy of action plan developed for program regarding cultural competency. • Anti-bias training outline with learning outcomes and evaluations of training presented.
Component 6 **3.6 Positive Behaviors**	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Support for developing executive function**	☐ Knowledge 3.6C1K1 Puts into own words that curriculum and environments for infants/toddlers support development of self-regulation.	☐ Knowledge 3.6C1K2 Describes how to set up the environment and curriculum to help children organize their day.	☐ Knowledge 3.6C1K3 Understands that some families are not aware of the importance of routines and predictability for infants/toddlers.	☐ Knowledge 3.6C1K4 Identifies strategies for families to provide safe, predictable routines for their infants/toddlers at home.
	☐ Skill 3.6C1S1 Follows schedules and routines for infants/toddlers, helping them to anticipate or predict what comes next in their day	☐ Skill 3.6C1S2 Demonstrates by posting individual infant schedules for staff to follow, organizes space for infants or toddlers to successfully negotiate and locate learning materials, and/or posts a photo daily picture schedule for toddlers.	☐ Skill 3.6C1S3 Provides counseling to families who need support to provide predictable routines for their infants/toddlers at home and refers them (when appropriate) to specialists who provide home visiting.	☐ Skill 3.6C1S4 Models strategies for families and/or connects families to other community programs or consultants that can provide support.

Competency 2 (C2): **Appropriate theories and application of guidance (combined with)** **Pro-social behavior guidance strategies**	☐ Knowledge 3.6C2K1 Understands the importance of engaging in positive "self-talk" (describing what is happening, including cause and effect) for infants/toddlers.	☐ Knowledge 3.6C2K2 Explains how to create curriculum and environments that foster positive relationships and success for children. Knows how to develop positive self-esteem in infants/toddlers.	☐ Knowledge 3.6C2K3 Discusses with staff how to prevent behavior challenges in infants/toddlers and how to respond to challenges as perceived by colleagues and/or families.	☐ Knowledge 3.6C2K4 Understands that professionals who work with children and their families across sectors and disciplines come from diverse educational backgrounds and may have differing viewpoints regarding guidance.
	☐ Skill 3.6C2S1 Practices using positive self-talk with infants/toddlers.	☐ Skill 3.6C2S2 Demonstrates developmentally appropriate expectations for infants/toddlers and re-directs to avoid frustration. Provides choices for children that ensure positive outcomes.	☐ Skill 3.6C2S3 Uses approaches based on current research to prevent and/or respond to challenging child behaviors, and trains staff or recommends training for them.	☐ Skill 3.6C2S4 Collaborates with professionals across sectors and disciplines to promote current, research-based practices that promote and support pro-social behavior in infants/toddlers.
Competency 3 (C3): **Team approach**	☐ Knowledge 3.6C2K1 Understands that a shared philosophy of caring for infants and toddlers results in higher quality infant/toddler programs.	☐ Knowledge 3.6C2K2 Describes roles and responsibilities of staff members within a teaching team that help to create and sustain a high quality infant/toddler program.	☐ Knowledge 3.6C2K3 Selects methods for building a collaborative team of staff, families and community members.	☐ Knowledge 3.6C2K4 Identifies strategies for collaboration across sectors and disciplines to support a statewide team approach to developing policies in support of best practices for infants/toddlers.

	☐ Skill 3.6C2S1 Follows the lead of other professionals on the team and supports their practices with infants/toddlers.	☐ Skill 3.6C2S2 Models effective team strategies for the members of the team and assists in other team member responsibilities as needed to sustain a high quality infant/toddler program.	☐ Skill 3.6C2S3 Schedules and facilitates team meetings around topics and/or issues pertinent to infants/toddlers and families.	☐ Skill 3.6C2S4 Chooses participation in organizations that advocate for collaboration among child care, community and business leaders, legislators, and other stakeholders to support children and families.
May Be Evidenced By:	• Ability to instruct another staff member regarding a child's schedule/routine (as in staff covering for lunch). • Feedback from team members.	• Daily schedule with photos, posted left-to-right at toddler eye level. • Feedback from team members.	• Certificate of training for the Infant/Toddler modules through the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). http://csefel.vanderbilt.edu/resources/training_modules.htmlTeam meeting agendas and notes.	• Active membership in support networks such as NHIMH (New Hampshire Infant Mental Health) ,http://www.nhaimh.org/ • and advocacy groups such as Early Learning New Hampshire (ELNH) http://www.earlylearningnh.org/ and Spark NH. http://sparknh.org/

Core Knowledge 4: Promoting Child Growth and Development	**Foundational Knowledge=K1 Skill=S1**	**Intermediate Knowledge=K2 Skill=S2**	**Advanced Knowledge=K3 Skill=S3**	**Specialist Knowledge=K4 Skill=S4**
Component 1: 4.1 Children's Learning and Development	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Developmental milestones**	☐Knowledge 4.1C1K1 Understands that children's development is continuous and knows the significant developmental milestones in various domains appropriate for infants and toddlers.	☐ Knowledge 4.1C1K2 Understands basic characteristics and needs of infants and toddlers and recognizes that developmental domains (physical, cognitive, social, emotional, and language) are interrelated.	☐ Knowledge 4.1C1K3 Understands developmental variations and their impact on growth and learning.	☐ Knowledge 4.1C1K4 Understands the use and interpretation of assessments that evaluate development of infants/toddlers.
	☐ Skill 4.1C1S1 Identifies appropriate expectations for infant/ toddler development and recognizes atypical development.	☐ Skill 4.1C1S2 Plans curriculum and experiences that address the developmental characteristics and needs of infants and toddlers and makes appropriate referrals as needed.	☐ Skill 4.1C1S3 Uses knowledge of typical and atypical child development and the individual child's and family's assessment data to plan outcomes using developmentally appropriate strategies, interventions or environmental adaptations or modifications and accommodations.	☐ Skill 4.1C1S4 Designs training and/or college coursework regarding assessment of infant/toddler development and interpretation of assessments, such as the AEPSi (Assessment, Evaluation, and Programming System). https://www.aepsi.com/aepsi

Competency 2 (C2): Early **Learning Standards (ELSs)**	☐Knowledge 4.1C2K1 Understands the role of ELSs in identifying appropriate expectations for children's development and learning.	☐ Knowledge 4.1C2K2 Understands the role of ELSs in supporting high-quality, developmentally appropriate practice with infants/toddlers.	☐ Knowledge 4.1C2K3 Appreciates that ELSs provide a common vision and commitment to children's well being.	☐ Knowledge 4.1C2K4 Understands the relation of ELSs to other significant standards, such as NAEYC Standards, for professional practice.
	☐ Skill 4.1C2S1 Accesses and draws on information from ELSs in interactions with and experiences for infants and toddlers.	☐ Skill 4.1C2S2 Uses the ELSs to enhance practice and promote reflection.	☐ Skill 4.1C2S3 Shares ELSs with staff and families and uses ELSs to support staff and families' understanding of their importance in children's development and learning.	☐ Skill 4.1C2S4 Promotes and contributes to professional development systems that integrate the knowledge inherent in the ELSs with other significant standards for professional practice.
Competency 3 (C3): **Developmental screening and assessment**	☐Knowledge 4.1C3K1 Understands the important role of observation and assessment in supporting infant/toddler development and learning.	☐ Knowledge 4.1C3K2 Is familiar with tools and strategies for developmentally appropriate screening and assessment.	☐ Knowledge 4.1C3K3 Understands the use of developmentally appropriate screening and assessment in the referral process.	☐ Knowledge 4.1C3K4 Has current knowledge of theory, research, and policy related to developmental screening and assessment.
	☐ Skill 4.1C3S1 Documents infant/toddler development and learning using appropriate methods and protects confidentiality of children's assessment information.	☐ Skill 4.1C3S2 Uses developmentally, individually, and culturally appropriate tools and strategies for screening and assessment and uses assessment results to inform curriculum for infants/toddlers.	☐ Skill 4.1C3S3 Supports families during the referral process and guides interpretation of assessment results in developing and implementing individual goals for infants/toddlers with the family and the multi-disciplinary team.	☐ Skill 4.1C3S4 Provides guidance and mentoring to programs in understanding the methods and uses of observation and assessment that are developmentally, individually, and culturally appropriate.

Competency 4 (C4): **Children with special needs**	☐Knowledge 4.1C4K1 Recognizes atypical development and understands the importance of supporting each child's individual developmental needs.	☐ Knowledge 4.1C4K2 Understands the characteristics and signs of atypical development in infants/toddlers and knows about the referral process.	☐ Knowledge 4.1C4K3 Recognizes the need for multi-disciplinary team consultation to support individual infants/toddlers.	☐ Knowledge 4.1C4K4 Examines the need for program leaders to develop and implement policies for inclusion of infants/toddlers with special needs.
	☐ Skill 4.1C4S1 Seeks the help of others to understand and address the needs of all infants/toddlers, including those with special developmental needs.	☐ Skill 4.1C4S2 Participates in multi-disciplinary planning teams, and provides input in and follows specific plans for infants/toddlers (Individual Family Support Plan, Individualized Health Plan); incorporates assistive technology as needed.	☐ Skill 4.1C4S3 Supervises staff to ensure their use of developmentally appropriate practices and intervention strategies to support and address infant/toddler development outcomes.	☐ Skill 4.1C4S4 Designs specialized programs, including program policies, based on children's needs and trains others to implement them
May Be Evidenced By	• Observation of interactions with infants or toddlers. • Visual display of ELSs in action (i.e. photos).	• Observation notes of infants or toddlers, including any referral notes. • Visual displays of learning activities.	• Implementation of ELSs throughout the program.	• Copies of syllabi or training agendas for observation and assessment. • Copy of a specialized program design.

Component 2: 4.2 Influences on Development	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Environmental factors**	☐Knowledge 4.2C1K1 Understands that children are more likely to thrive when they feel physically and emotionally safe and that certain environmental factors can create stress in the lives of infants/toddlers.	☐ Knowledge 4.2C1K2 Understands that environmental factors such as poverty, homelessness, substance abuse, and/or family stress can negatively impact children's development.	☐ Knowledge 4.2C1K3 Is familiar with tools and procedures for assessing environmental factors and their impacts on children and families.	☐ Knowledge 4.1C1K4 Understands how environmental factors can impact children's development, behavior, and well-being.
	☐ Skill 4.2C1S1 Provides appropriate supervision and interventions to keep infants/toddlers safe, and interacts with children in respectful and responsive ways to build trust and emotional security.	☐ Skill 4.2C1S2 Recognizes signs of stress in infants/toddlers and seeks to mitigate stress by providing warm, responsive, consistent interactions and familiar routines; encourages development of trust between children and adults.	☐ Skill 4.2C1S3 Teaches others how to assess environmental conditions and their impact; generates specific interventions to correct adverse environmental factors and strengthen positive ones; refers families to appropriate agencies for assistance.	☐ Skill 4.2C1S4 Teaches and supervises staff to recognize the impact of specific environmental factors on children's development, behavior, and well-being; makes recommendations about possible interventions.
Competency 2 (C2): **Biological factors**	☐Knowledge 4.2C2K1 Understands the concept of temperament and the characteristics associated with various temperaments.	☐ Knowledge 4.2C2K2 Understands that biological factors such as genetic conditions, medical conditions, and prematurity can affect infant/toddler healthy development.	☐ Knowledge 4.2C2K3 Understands the impact of temperament and biological factors on infant/toddler attachment and general development.	☐ Knowledge 4.2C2K4 Has comprehensive knowledge of specific biological factors that could potentially affect infant/toddler development.

	☐ Skill 4.2C2S1 Identifies characteristics of temperament in individual infants/toddlers and responds appropriately.	☐ Skill 4.2C2S2 Seeks to learn more about biological factors affecting individual infants/toddlers in order to provide more individualized care.	☐ Skill 4.2C2S3 Provides training and consultation on temperament and biological factors and their impact on attachment and development.	☐ Skill 4.2C2S4 Provides training and consultation on specific biological factors and their potential impact on infant/toddler development; designs programs and interventions based on children's needs.
Competency 3 (C3): **Social factors**	☐Knowledge 4.2C3K1 Understands that social factors (such as violence, screen media and technology) can impact infant/toddler development.	☐ Knowledge 4.2C3K2 Understands the multifaceted influence of social factors on infant/toddler development within the family context.	☐ Knowledge 4.2C3K3 Knows about resources and interventions to address adverse social factors affecting infant/toddler development.	☐ Knowledge. 4.2C3K4 Has a comprehensive understanding of the multiple social influences on infant/toddler development within the family context.
	☐ Skill 4.2C3S1 Draws on knowledge of social factors in order to provide appropriate care (for example, reducing or eliminating screen time).	☐ Skill 4.2C3S2 Draws on knowledge of the impact of social factors to provide individualized care for infants/toddlers and support and resources for families.	☐ Skill 4.2C3S3 Accesses resources and designs interventions to address social factors negatively impacting a child's development.	☐ Skill 4.2C3S4 Teaches others about the multiple social influences on infant/toddler development and recommended interventions, through both policy and practice.

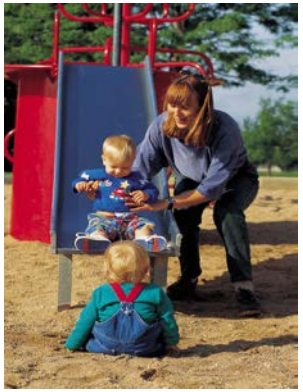
Competency 4 (C4): **Cultural factors**	☐Knowledge 4.2C4K1 Is aware of diverse family structures and cultural differences in child rearing practices and beliefs.	☐ Knowledge 4.2C4K1 Understands the importance of culturally consistent early care and education and knows that each child develops within a familial and cultural context.	☐ Knowledge 4.2C4K3 Knows about resources to provide information about familial and cultural contexts.	☐ Knowledge 4.2C4K1 Is familiar with the research on family systems and cultural contexts.
	☐ Skill 4.2C4S1 Demonstrates respect for each family's role as the infant's or toddler's primary caregiver and teacher; maintains open, ongoing, respectful communication and relations with families.	☐ Skill 4.2C4S2 Models respect for and support of cultural differences; engages with families to provide culturally consistent care; ensures that family and cultural diversity are reflected in practice with infants/toddlers.	☐ Skill 4.2C4S3 Develops relationships with community resources and uses these resources to learn more about cultural context and provide support for families.	☐ Skill 4.2C2S4 Serves as a resource to colleagues regarding implementing culturally responsive practices and promoting cultural competence in practice with infants/toddlers and their families.
May Be Evidenced By	• Documentation depicting infant or toddler development (i.e. a documentation panel).	• Copy of family questionnaire designed to collect information on culture and biological history.	• Copies of supervision notes. • Scheduled interdisciplinary team meetings.	• Consultation notes regarding infant or toddler development and interventions.

Component 3: 4.3 **Health and Safety**	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Children's nutrition and wellness** **(combined with)** **Health and safety policy development and implementation**	☐ Knowledge 4.3C1K1 Is familiar with program policies and procedures related to health and safety, including food preparation, breastfeeding, oral health, diapering and toileting, and environmental safety.	☐ Knowledge 4.3C1K2 Understands policies and practices needed to promote physical health and wellness in infants/toddlers.	☐ Knowledge 4.3C1K3 Understands current regulations and research related to nutrition, health, and safety for infants/toddlers.	☐ Knowledge 4.3C1K4 Is familiar with tools and procedures for evaluating health and wellness for infants/toddlers, including environmental assessments. Understands current state regulations and national recommendations regarding health and safety policies and the current research that informs those regulations and recommendations.
	☐ Skill 4.3C1S1 Maintains a safe and healthy environment for infants/toddlers according to program policies and procedures.	☐ Skill 4.3C1S2 Implements program policies and procedures to ensure infant/toddler health and safety, including proper administration of medication; explains program policies and procedures to families; offers input and feedback regarding efficacy of policies and recommendations for improvement.	☐ Skill 4.3C1S3 Develops and implements policies to support: breastfeeding and nutritional needs of infants/toddlers; safe, active physical play indoors and outdoors: physical health and wellness: and mental health and wellness.	☐ Skill 4.3C1S4 Uses appropriate tools and procedures to evaluate the physical and mental health and wellness of infants/toddlers and/or to evaluate the health and safety of their environments. Makes policy recommendations based on assessment data for promoting children's health and wellness.

Competency 2 (C2): **Health and safety record keeping**	☐ Knowledge 4.3C2K1 Understands the importance of respecting the confidentiality of infants/toddlers and their families when reviewing health records and reporting safety issues.	☐ Knowledge 4.3C2K2 Fully understands program policies related to health and safety record keeping, including required reporting of childhood illnesses, reporting of accidents and injuries, and medication administration.	☐ Knowledge 4.3C2K3 Is familiar with and can access current state regulations and national recommendations regarding health and safety record keeping and explains a system for maintaining and updating records of children and staff.	☐ Knowledge 4.3C2K4 Understands current state regulations and national recommendations regarding health and safety record keeping for infant/toddler programs and current research informing those regulations and recommendations.
	☐ Skill 4.3C2S1 Maintains confidentiality about children's and families' health and safety records and follows program policy in reporting to families about accidents or injuries sustained by infants/toddlers, including biting incidents.	☐ Skill 4.3C2S2 Implements program policies related to health and safety record keeping, including reporting as needed on childhood illnesses, reporting to families about accidents or injuries, and keeping records of medication administration.	☐ Skill 4.3C2S3 Ensures that: program policies align with current state regulations and national recommendations regarding health and safety record keeping; staff and families know about program policies; and all health and safety records are up to date.	☐ Skill 4.3C2S4 Provides training and professional development for staff and families related to health and safety regulations and recommendations and how these should influence program policies and practices.

Competency 4 (C4): **Emergency response and preparedness planning**	☐ Knowledge 4.3C4K1 Is familiar with program policies regarding emergency procedures, such as evacuation policies.	☐ Knowledge 4.3C4K2 Understands program policies related to emergency preparedness and response.	☐ Knowledge 4.3C4K3 Is familiar with and can access state regulations and national recommendations regarding emergency preparedness and response and understands that these regulations and recommendations should inform program policies and procedures.	☐ Knowledge 4.3C4K4 Understands current state regulations and national recommendations regarding emergency preparedness and response and the current research that informs those regulations and recommendations.
	☐ Skill 4.3C4S1 Follows program policies regarding emergency procedures, including safety and evacuation procedures for infants and toddlers (ex.: evacuation crib for infants).	☐ Skill 4.3C4S2 Implements program policies for emergency preparedness, including fire and evacuation drills, and emergency response; explains these policies to families and provides reassuring support to infants/toddlers.	☐ Skill 4.3C4S3 Develops program policies for emergency preparedness and response, aligned with state regulations and national recommendations; oversees implementation of policies and procedures and explains their necessity to families and staff; solicits input and feedback regarding efficacy of policies and recommendations for improvement.	☐ Skill 4.3C4S4 Provides training and consultation related to emergency preparedness and response policy development and implementation.

Competency 5 (C5): **Child abuse and neglect**	☐ Knowledge 4.3C5K1 Knows about signs and symptoms of child abuse and neglect in infants/toddlers and mandated child abuse and neglect reporting.	☐ Knowledge 4.3C5K2 Has comprehensive knowledge of child abuse and neglect as well as strategies for preventing child abuse and neglect and identifies protective factors in families of infants/toddlers.	☐ Knowledge 4.3C5K3 Has comprehensive knowledge of state regulations and national recommendations related to preventing child abuse and neglect as well as requirements for reporting, and understands how these regulations and recommendations should inform program policies and procedures.	☐ Knowledge 4.3C5K4 Understands current state regulations and national recommendations related to preventing child abuse and neglect as well as requirements for reporting and is familiar with current research regarding preventive and protective factors as well as risk factors.
	☐ Skill 4.3C5S1 Follows program policy and state regulations in reporting concerns about possible child abuse and/or neglect.	☐ Skill 4.3C5S2 Establishes trusting relationships with infants/toddlers and families; implements program policies and state regulations related to preventing and reporting child abuse and neglect.	☐ Skill 4.3C5S3 Develops and implements program policies and procedures for preventing child abuse and neglect and reporting abuse and neglect, in alignment with state regulations and national recommendations. Ensures that staff are well trained in preventing, recognizing, and reporting child abuse and neglect.	☐ Skill 4.3C5S4 Evaluates program policies regarding prevention and reporting of child abuse and neglect and consults with program to assist in development or enhancement of policies.



Competency 6 (C6): **Child Care Licensing rules**	☐ Knowledge 4.3C6K1 Is familiar with child care licensing regulations that affect daily work with infants/toddlers and families. http://www.dhhs.nh.gov/	☐ Knowledge 4.3C6K2 Understands the purpose of regulatory requirements and knows and can access state child care licensing regulations. http://www.dhhs.nh.gov/	☐ Knowledge 4.3C6K3 Is thoroughly familiar with and can access state licensing rules and understands how they should inform program policies and practices. http://www.dhhs.nh.gov/	☐ Knowledge 4.3C6K4 Understands current research on children's development and how this informs child care licensing rules, as well as correlations between state rules and other professional standards.
	☐ Skill 4.3C6S1 Follows all relevant child care licensing rules, including but not limited to regulations related to environmental safety, children's health and nutrition, positive interactions with children, and releasing children only to authorized persons.	☐ Skill 4.3C6S2 Maintains compliance with state licensing rules; explains regulations to families as needed.	☐ Skill 4.3C6S3 Ensures that all program policies and practices are in compliance with state licensing rules and seeks clarification if questions arise about a particular regulation. Articulates for staff and families the rationale for policies, regulations, and standards.	☐ Skill 4.3C6S4 References state child care licensing rules in college course syllabi/resources and/or in training presentations regarding health and safety for infants and toddlers. Makes recommendations for updating state rules based on current research and national recommendations for best practice with infants and toddlers.
May Be Evidenced By	• Copy of performance evaluation for following program health and safety policies and procedures.	• Observation and assessment of the infant or toddler environment for health and safety components.	• Copy of program health and safety policies. • Copy of emergency preparedness plan.	• Copy of infant or toddler environment assesssment. • Consultation notes regarding health and safety and/or emergency preparedness.

Component 4: 4.4 Application of Knowledge to Practice	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Child development theories**	☐ Knowledge 4.4C1K1 Is familiar with general developmental characteristics of infants and toddlers and understands the importance of strong attachments between infants/toddlers and their caregivers.	☐ Knowledge 4.4C1K2 Is familiar with significant theories of child development and understands how these theories can inform practice with infants/toddlers.	☐ Knowledge 4.4C1K3 Understands significant theories of child development and is familiar with current research on infant/toddler development.	☐ Knowledge 4.4C1K4 Understands significant theories of child development and recognizes that child development theories reflect particular cultural and historical perspectives. Explains current theory on infant/toddler development, including brain development.
	☐ Skill 4.4C1S1 Supports infant and toddler development and learning through responsive interactions and builds trusting relationships with infants/toddlers and families.	☐ Skill 4.4C1S2 Draws on theoretical knowledge to design environments and experiences that support infant/toddler development and learning. Models responsive interactions to build trusting relationships and strong attachments.	☐ Skill 4.4C1S3 Develops program policies that are informed by theoretical knowledge. Teaches staff and families about relevant child development theories and their implications for practice.	☐ Skill 4.4C1S4 Considers and evaluates theoretical basis for various assessments of infant/toddler development. Consults with and/or teaches professionals who work with or on behalf of infants/toddlers on Competencys of development.

Competency 2 (C2): **Research-based practices**	☐ Knowledge 4.4C2K1 Is aware that brain research has revealed infants' and toddlers' capacities for learning and that responsive relationships are crucial for learning.	☐ Knowledge 4.4C2K2 Is familiar with basic findings from brain research and their implications for infant and toddler programs and practices.	☐ Knowledge 4.4C2K3 Has current knowledge of brain research and its implications for infant/toddler programs and practices and provides staff training and parent education based on research.	☐ Knowledge 4.4C2K4 Has comprehensive understanding of brain research and its implications for programs and practices affecting infants and toddlers and their families, as well as other research findings that relate to the development of children under 3.
	☐ Skill 4.4C2S1 Engages in responsive, serve-and-return interactions with infants and toddlers and provides opportunities for exploration and play.	☐ Skill 4.4C2S2 Designs environments that offer opportunities for exploration, play, and sensory experiences. Builds trusting, responsive relationships with infants and toddlers and provides appropriate scaffolding to help infants and toddlers develop and reinforce new understandings and skills.	☐ Skill 4.4C2S3 Ensures that programs incorporate research-based practices and provides up-to-date information on research-based practices to staff and families.	☐ Skill 4.4C2S4 Designs programs based on current research-based practices and/or provides professional development opportunities about research findings and their implications for practice.

Competency 3 (C3): **Developmentally appropriate practice**	☐ Knowledge 4.4C3K1 Understands the importance of providing experiences and interactions for individual infants or toddlers based on the child's developmental stage.	☐ Knowledge 4.4C3K2 Understands the benefits and desirability of developmentally, individually, and culturally appropriate curriculum and interactions for infants and toddlers	☐ Knowledge 4.4C3K3 Relates the principles of child development and learning to developmentally appropriate practice, as well as individually and culturally appropriate practice.	☐ Knowledge 4.4C3K4 Has current knowledge of principles of child development and learning that inform developmentally, individually, and culturally appropriate practice, as well as research findings that could influence practice
	☐ Skill 4.4C3S1 Interacts with each infant or toddler in ways that are appropriate for his/her developmental age. Models the use of language and non-verbal communication to express feelings, establish interpersonal relationships, and resolve problems and appropriately engages in children's play.	☐ Skill 4.4C3S2 Engages in interactions and plans learning experiences that are appropriate for each child's developmental stage, individual abilities, temperament, needs, and cultural and familial context. Encourages children to build relationships with each other and engage in prosocial behaviors and helps children develop appropriate self-help skills and self-regulating behaviors.	☐ Skill 4.4C3S3 Ensures that the program promotes the optimal growth and development of each individual child in all developmental domains; articulates the principles of developmentally appropriate practice and how they inform the program's curriculum and routines.	☐ Skill 4.4C3S4 Provides training and professional development to enhance the ability of staff and families to implement developmentally, individually, and culturally appropriate practices with infants and toddlers.

Competency 4 (C4): **Learning environments**	☐ Knowledge 4.4C4K1 Understands the impact of the environment on children's development and learning.	☐ Knowledge 4.4C4K2 Explains that infants and toddlers thrive in environments that are healthy, respectful, supportive and challenging.	☐ Knowledge 4.4C4K3 Articulates that infants and toddlers grow and develop within multiple contexts and learn in a variety of environments.	☐ Knowledge 4.4C4K4 Knows how to assess infant/toddler environments and how to modify environments to meet the needs of infants and toddlers, including those with developmental delays.
	☐ Skill 4.4C4S1 Ensures that the environment is safe and healthy and promotes a sense of security through consistent routines and positive interactions including reading, singing, and talking to and with infants/toddlers indoors and outdoors.	☐ Skill 4.4C4S2 Creates environments that are healthy, respectful, supportive and challenging for each individual infant or toddler and ensures that the environment reflects respect for each child's culture, home language, individual abilities or disabilities, family context, and community. Provides opportunities for each child to make meaning from his or her experience through play, activity, and guided investigations.	☐ Skill 4.4C4S3 Collaborates with families and community partners, as well as staff and program specialists to promote children's safety, well-being, and learning in all settings (home, in child care settings, in therapeutic and medical settings, in parks and the outdoors, and in the community).	☐ Skill 4.4C4S4 Evaluates infant/toddler environments using assessment tools such as the ITERS (Infant Toddler Environment Rating Scale) and provides consultation to programs to improve quality of learning environments for infants/toddlers. http://ers.fpg.unc.edu/node/84

Competency 5 (C5): **Culturally responsive early childhood programs**	☐ Knowledge 4.4C5K1 Recognizes that each child's unique familial and cultural context influences the child's development and learning and that child rearing beliefs and practices are culturally influenced.	☐ Knowledge 4.4C5K2 Knows strategies and resources for learning from and about families' cultural contexts, beliefs and practices about child rearing, and goals for their children.	☐ Knowledge 4.4C5K3 Understands the influence of familial and cultural contexts on children's development and learning and recognizes the benefits of culturally responsive, anti-bias early care and education.	☐ Knowledge 4.4C5K4 Identifies policies and practices that are most likely to promote cultural competence and responsiveness in work with infants and toddlers and their families.
	☐ Skill 4.4C5S1 Deomnstrates respect for each child's unique familial and cultural context and recognizes that culture influences one's own approach to child care and understandings of child development and is open to other perspectives.	☐ Skill 4.4C5S2 Incorporates knowledge of families' cultural contexts, beliefs and practices about child rearing, and goals for their children into curriculum, routines, and interactions with infants/toddlers to provide individually and culturally responsive care.	☐ Skill 4.4C5S3 Designs program policies to promote culturally responsive, anti-bias early care and education and to respect families' values and goals for their infants/toddlers.	☐ Skill 4.4C5S4 Provides training and professional development about culturally responsive, anti-bias early care and education and makes recommendations about policies and practices that promote cultural competence and responsiveness in infant/toddler settings.
May Be Evidenced By	• Observation of engagement in active play with infants or toddlers. • Following consistent routines as set by the program.	• Copies of developmentally appropriate learning activity plans for individual infants or toddlers. • Assessment of the learning environment created for infants or toddlers.	• Visual displays and/or resource room/area available to staff and families with information about developmentally and culturally apporpriate practices.	• Copoy of training designed for staff or families about developmentally and culturally appropriate practices with infants and toddlers.

Core Knowledge 5 Observing, Documenting, Assessing	**Foundational Knowledge=K1 Skill=S1**	**Intermediate Knowledge=K2 Skill=S2**	**Advanced Knowledge=K3 Skill=S3**	**Specialist Knowledge=K4 Skill=S4**
Component 1: 5.1 Reflective Practice	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Philosophy of education**	☐ Knowledge 5.1C1K1 Identifies the goals, benefits, and ethical uses of observation, screening and assessment.	☐ Knowledge 5.1C1K2 Describes ethical guidelines and legal requirements related to the assessment process.	☐ Knowledge 5.1C1K3 Recognizes that assessment should be comprehensive and address all areas of a child's development in the cultural context.	☐ Knowledge 5.1C1K4 Understands that each assessment situation presents ethical issues to be considered.
	☐ Skill 5.1C1S1 Follows observation and documentation procedures for the benefit of infants/toddlers to protect their anonymity.	☐ Skill 5.1C1S2 Adheres to the ethical guidelines and legal requirements of assessment	☐ Skill 5.1C1S3 Participates in comprehensive and culturally-competent assessment.	☐ Skill 5.1C1S4 Designs and participates only in ethical assessment processes.
Competency 2 (C2): **Methods and tools**	☐ Knowledge 5.1C2K1 Knows that observing, documenting, screening and assessing conducted as on-going daily activities, are most beneficial to infants/toddlers.	☐ Knowledge 5.1C2K2 Explains the purpose, benefits and limitations of different approaches to observation and assessment.	☐ Knowledge 5.1C2K3 Classifies specific assessment types, tools and procedures for infaants/toddlers and their families.	☐ Knowledge 5.1C2K4 Evaluates an array of assessment methods and tools in his/her field of specialization and the skills needed to conduct these assessments.

	☐ Skill 5.1C2S1 Employs daily observation of infants/toddlers to support learning and development and to identify infants/toddlers who may need additional services.	☐ Skill 5.1C2S2 Demonstrates competence in the appropriate use of child screening and asessment tools before using them.	☐ Skill 5.1C2S3 Provides information regarding appropriate screening and assessment tools (and supervises in their implementation for children.	☐ Skill 5.1C2S4 Chooses methods and tools that available personnel can competently use and that meet the assessment needs of the child.
Competency 3 (C3): **Self-Assessment to change practice**	☐ Knowledge 5.1C3K1 Recognizes the bias inherent in – and the impact of one's own role on – an assessment process.	☐ Knowledge 5.1C3K2 Understands the role of the teacher in infant/toddler learning and development.	☐ Knowledge 5.1C3K3 Knows that supervision of assessment is essential to improve staff/program practice and effectiveness.	☐ Knowledge 5.1C3K4 Appreciates that the array of assessment tools and methods is constantly evolving.
	☐ Skill 5.1C3S1 Reviews documentation, screening and assessment to assure that personal bias is not included.	☐ Skill 5.1C3S2 Assesses the impact of his/her own interactions and practices on learning and development.	☐ Skill 5.1C3S3 Evaluates own ability to use assessment results to improve staff/program practice and effectiveness.	☐ Skill 5.1C3S4 Reflects on his/her process for selecting tools for assessing individual children.
Competency 4 (C4) **Classroom action research**	☐ Knowledge 5.1C4K1 Identifies observation and documentation as the basis for individualized program planning.	☐ Knowledge 5.1C4K2 Understands that analyzing observations and documentation is essential to making decisions about practices that support learning and development.	☐ Knowledge 5.1C4K3 Combines families' communication regarding their needs and goals for their infants and toddlers with assessment results to meet child needs.	☐ Knowledge 5.1C4K4 Creates effective strategies to promote classroom action research in adult learning for child professionals.

	☐ Skill 5.1C4S1 Practices observation and documentation as part of the process of planning individually appropriate experiences for infants/toddlers.	☐ Skill 5.1C4S2 Analyzes observations and documentation and uses the information to make decisions about practices that support infant/toddler learning and development.	☐ Skill 5.1C4S3 Demonstrates use of information from family in combination with assessment results to meet individual child needs.	☐ Skill 5.1C4S4 Implements trainings for and assures competence of others to use assessment results as a strategy for classroom action research.
May Be Evidenced By:	• Records of professional development to improve knowledge and analysis of skills. • Records of observations.	• Individualized plans for infants/toddlers contain observation documentation and assessment from multiple sources. • Written communication to families includes information derived from observations and assessments regarding their infants' or toddlers' development.	• Program policy guidelines that include the system used to assure inclusion of family communication in the analysis of observation documenation and assessment of individual children. • Information disseminated to professionals and families related to ethical assesment.	• Materials and evaluations from trainings conducted. • Recommendation for assessment methods and tools including rationale. • Documenation of participation in appropriate and ethical assessment processes.
Component 2: 5.2 Documentation of Curriculum and Learning	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Methods and tools**	☐ Knowledge 5.2C1K1 Recognizes that tools for documentation of curriculum and learning exist.	☐ Knowledge 5.2C1K2 Compares a wide variety of tools used for documentation of curriculum and learning.	☐ Knowledge 5.2C1K3 Explains that all documentation, regardless of method, needs to be well organized, well written, and strength based.	☐ Knowledge 5.2C1K4 Describes how to develop instructional materials for professionals based on knowledge of curriculum and learning theories and practice.

	☐ Skill 5.2C1S1 Practices using a variety of tools for documentation of curriculum and learning.	☐ Skill 5.2C1S2 Chooses documentation tools and methods based on the purpose and method of observation of curriculum and learning.	☐ Skill 5.2C1S3 Edits and provides feedback regarding supervisee's documentation to assure that content is well organized, well written, and strength-based.	☐ Skill 5.2C1S4 Develops appropriate instructional materials and evaluation tools for professionals to meet the needs of the intended audiences.
Competency 2 (C2): **Family, community and cultural contexts**	☐ Knowledge 5.2C2 Understands the need for using family-friendly and culturally competent language in all documentation regarding children.	☐ Knowledge 5.2C2K2 Appreciates that strength-based language helps to articulate to families and communities the essence of child growth and development as well as curriculum and learning.	☐ Knowledge 5.2C2K3 Relates that documentation of curriculum and learning needs to be intentional and culturally appropriate for the intended audience.	☐ Knowledge 5.2C2K4 Knows how to develop instructional materials for professionals to improve cultural competency, strength-based language and family accessible formats.
	☐ Skill 5.2C2S1 Participates with teachers and/or directors in culturally competent discussions with families regarding observations of their child.	☐ Skill 5.2C2S2 Selects pertinent information to document and share with families and uses strength-based language that aligns with the family's cultural context in documentation of curriculum and learning.	☐ Skill 5.2C2S3 Chooses culturally appropriate approaches to documentation to communicate curriculum and learning concepts and to meet the needs of the intended audience.	☐ Skill 5.2C2S4 Develops instructional materials for professionals to improve cultural competency, strength-based language and family accessible formats.

Competency 3 (C3): **Documentation for planning of curriculum and learning environments**	☐ Knowledge 5.2C3K1 States a personal philosophy that each infant or toddler's development should be addressed in documentation of curriculum and learning.	☐ Knowledge 5.2C3K2 Recognizes that documented observations support individuals, the environment, and the planning of curriculum and learning.	☐ Knowledge 5.2C3K3 Knows that curriculum plans need to be responsive to the needs of individual infants/toddlers.	☐ Knowledge 5.2C3K4 Explains how professional groups can improve their use of documentation for planning curriculum and learning environments for infants/toddlers.
	☐ Skill 5.2C3S1 Practices addressing each infant or toddler's development in documentation of curriculum and learning.	☐ Skill 5.2C3S2 Interprets and analyzes accumulated documentation to identify areas of strength or challenges and uses this information to develop more responsive and appropriate programs for individual infants/toddlers.	☐ Skill 5.2C3S3 Reviews supervisee's documentation to ensure that curriculum plans are responsive to the needs of individual infants/toddlers.	☐ Skill 5.2C3S4 Engages and collaborates with professional groups to improve their use of documentation for planning curriculum and learning environments for infants/toddlers.
May Be Evidenced By: 	• Records of observations of infants/toddlers. • Documents that include daily experiences and activities for infants/toddlers through photographs, videos, and samples of productions by infants/toddlers.	• On-going records of infants' or toddlers' development and evidence of linkage to curriculum plans. • Wirtten communication to families.	• Supervision notes that reference discussions to improve documentation and the use of documentation for planning of curriculum and learning.	• Materials used in and evaluations of instructional presentations to professioinals. • Recommendations to directors and administrators developed to improve staff documentation of curriculum and learning

Component 3: 5.3 Assessment of Children's Development	Foundational	Intermediate	Advanced	Specialist
Competency 1 (C1): **Informal and formal assessment tools and methods**	☐ Knowledge 5.3C1K1 Recognizes that there are formal and informal assessment tools.	☐ Knowledge 5.3C1K2 Describes types, purposes, benefits, and limitations of formal and informal assessment tools and methods.	☐ Knowledge 5.3C1K3 Classifies an array of formal and informal assessment tools and methods for different purposes and settings.	☐ Knowledge 5.3C1K4 Understands principles for developing assessment tools and methods and is familiar with the research base.
	☐ Skill 5.3C1S1 Provides accurate descriptions of observed behaviors as an informal assessment measure.	☐ Skill 5.3C1S2 Selects assessment instruments and tools that promote authentic, developmentally and culturally appropriate assessment and conducts formal and informal assessments in various settings.	☐ Skill 5.3C1S3 Implements procedures to ensure that staff choose informal and formal assessment tools and methods appropriate to the infant/toddler, purpose and setting.	☐ Skill 5.3C1S4 Develops assessment tools and methods based on research.
Competency 2 (C2): **Systematic assessment of children's learning and development**	☐ Knowledge 5.3C2K1 Explains that the general process of assessment includes gathering and using information from a variety of people and methods.	☐ Knowledge 5.3C2K2 Identifies ways to apply child development theory to observations of infants/toddlers.	☐ Knowledge 5.3C2K3 Understands the appropriate and ethical use of assessments to gain information about learning and development for infants/toddlers.	☐ Knowledge 5.3C2K4 Knows local, state, and national curricular standards and the interrelation of curriculum, instruction, and assessment.

	☐ Skill 5.3C2S1 Asks family and other familiar adults about their infants or toddler's activities and behaviors at home and observes children during daily routines and activities.	☐ Skill 5.3C2S2 Creates a developmental profile for each infant/toddler using observations, anecdotal notes, and formal and informal assessments.	☐ Skill 5.3C2S3 Reviews program policies and/or documentation of screening and assessments to determine appropriateness, including the inclusion of family participation in the process; provides feedback on documentation and advocates for appropriate use of assessment results.	☐ Skill 5.3C2S4 Aligns results of observations and assessments with other parts of the curriculum, including content standards and local, state, and federal regulations.
Competency 3 (C3): **Family, community and cultural contexts: impact on child performance**	☐ Knowledge 5.3C3K1 Respects the value of conducting initial and ongoing assessment in the context of the infant or toddler's natural environment, including within the child's day-to-day family routines and in his/her early care and education setting.	☐ Knowledge 5.3C3K2 Perceives assessment as an ongoing, dynamic process of aligning with family, community and cultural contexts to discover issues and what works well for the infant/toddler.	☐ Knowledge 5.3C3K3 Discusses the importance of the parent/child relationship including attachment in infant/toddler learning and development and its impact on the assessment process.	☐ Knowledge 5.3C3K4 Knows about relevant and appropriate assessments of the parent/child relationship including attachment with an infant or toddler.

	☐ Skill 5.3C3S1 Demonstrates respect to family members by listening to their perspectives on observed behaviors of their infant/toddler and desired outcomes.	☐ Skill 5.3C3S2 Considers the potential impact of the assessment tools, methods and environment on the results.	☐ Skill 5.3C3S3 Assesses the parent/child relationship including infant/toddler attachment using formal and informal techniques such as observation and interview. Recognizes challenges to adults functioning as parents and the effect on their infant's or toddler's development, and provides appropriate referrals and interventions.	☐ Skill 5.3C3S4 Uses the DC 0-3 Parent Infant Relationship Global Assessment Scale (PIRGAS) in the assessment and diagnostic process, along with specific formal protocols, such as the Crowell, the Marshak, and/or the Emotional Availability Scale, with specific training and supervision.
Competency 4 (C4): **Family, community and cultural contexts for assessment**	☐ Knowledge 5.3C4K1 Recognizes that language and culture should influence the choice of assessment process, tools, and methodology.	☐ Knowledge 5.3C4K2 Understands that assessment is a collaborative process between the person conducting the assessment and the infant/toddler, family, and others most familiar with the child.	☐ Knowledge 5.3C4K3 Explains the necessity for assessments that are family-directed and designed to determine the resources, priorities, and concerns of the family regarding infant/toddler development.	☐ Knowledge 5.3C4K4 Anticipates potential negative influences on the assessment process and results.
	☐ Skill 5.3C4S1 Identifies environmental and cultural factors that influence the assessment process.	☐ Skill 5.3C4S2 Integrates information from family and professionals into the assessment process.	☐ Skill 5.3C4S3 Advocates for the ongoing involvement of families in the assessment and goal setting process and for responsible assessment processes that reflect cultural/linguistic and environmental influences.	☐ Skill 5.3C4S4 Creates models for implementing responsible assessment processes that reduce and/or eliminate negative influences on the assessment results.

Competency 5 (C5): **Assessment as a guide to individualized teaching and learning**	☐ Knowledge 5.3C5K1 Understands that the intention of an ongoing process of assessment is to best determine both the unique needs and strengths of infants/toddlers across all developmental areas.	☐ Knowledge 5.3C5K2 Recognizes that assessment of a behavior can identify its use as a response or reaction to many factors and, therefore, lead to appropriate responses and accommodations to the curriculum and environment.	☐ Knowledge 5.3C5K3 Understands the need for comprehensive assessments using a variety of methods and tools to gather information about individual infants/toddlers that can inform teaching and learning.	☐ Knowledge 5.3C5K4 Knows how to assist programs to use assessment results to individualize teaching and learning.
	☐ Skill 5.3C5S1 Observes what infants/toddlers can do on their own and what they can do with adult scaffolding.	☐ Skill 5.3C5S2 With supervision, applies assessment results in determining child outcomes, early interventions, and strategies to best meet the infant or toddler's needs.	☐ Skill 5.3C5S3 Administers assessments that include observations, developmental checklists, documentation, parent interviews, and other tools to learn more about individual infants/toddlers.	☐ Skill 5.3C5S4 Consults with programs to develop capacity to individualize teaching and learning.
Competency 6 (C6): **Referral practices**	☐ Knowledge 5.3C6K1 Understands that infants/toddlers with significant variations in development and learning require referrals for further assessment.	☐ Knowledge 5.3C6K2 Explains the point of entry and eligibility criteria for the state's Part C/Early Intervention System.	☐ Knowledge 5.3C6K3 Describes the intent and mandates of special education laws, particularly with regard to referrals for Part C./Early Intervention services	☐ Knowledge 5.3TK4 Identifies how to use assessment results for the purpose of referring to appropriate resources.

	☐ Skill 5.3C6S1 Uses observation and documentation to identify and bring to the attention of a supervisor infants/toddlers who may be in need of referrals for further assessment.	☐ Skill 5.3C6S2 Recognizes atypical variations in development and makes appropriate referrals.	☐ Skill 5.3C6S3 Provides supervision and support to staff regarding referrals.	☐ Skill 5.3C6S4 Interprets assessment results for the purpose of diagnosis, making recommendations regarding treatments or interventions and developing summary reports, with recommendations, for family and team.
Competency 7 (C7): **IFSP/IEP processes**	☐ Knowledge 5.3C7K1 Summarizes the importance of following through with activities prescribed in the Individual Family Service Plans (IFSP).	☐ Knowledge 5.3C7K2 Demonstrates an awareness of legal and regulatory requirements for the development, implementation and evaluation of IFSPs.	☐ Knowledge 5.3C7K3 Reflects on need for consultation and supervision with staff to support the implementation of IFSPs.	☐ Knowledge 5.3C7K4 Knows the components and requirements of quality implementation of IFSPs.
	☐ Skill 5.3C7S1 Follows through with activities prescribed in IFSPs.	☐ Skill 5.3C7S2 Participates in the planning, implementation, and monitoring of IFSPs.	☐ Skill 5.3C7S3 Assures that staff implement relevant parts of IFSPs.	☐ Skill 5.3C7S4 Analyzes and evaluates IFSPs to ensure proper implementation and family involvement; provides information on coordinating referrals with the family and other care providers, such as medical and dental homes, therapists, and additional child care providers.

Competency 8 (C8): **Family engagement in assessment and referral**	☐ Knowledge 5.3C8K1 Expresses the belief that families are the "best experts" on their infants/toddlers during all assessment and goal setting procedures.	☐ Knowledge 5.3C8K2 Appreciates the importance of family partnership in determining goals for the infant/toddler and contemplates possible supports and/or barriers for involving families in the assessment and referral process.	☐ Knowledge 5.3C8K3 Describes strategies to engage and communicate with families about screening, assessment and referral.	☐ Knowledge 5.8C8K4 Explains how to facilitate family team meetings.
	☐ Skill 5.3C8S1 Participates in family conferences and observes methods of involving families in the processes of observation, screening, and assessment.	☐ Skill 5.3C8S2 Works with families to identify strengths, concerns and goals as part of the assessment and referral process.	☐ Skill 5.3C8S3 Assists family to make initial contacts with appropriate professionals and/or agencies and collaborates with program staff on strategies to engage and communicate with families about screening, assessment and referral.	☐ Skill 5.8C8S4 Facilitates family team meetings to review assessment results, generate treatment goals and develop a plan to achieve the goals in accordance with best practices.
Competency 9 (C9): **Observations to build effective relationships with learners**	☐ Knowledge 5.3C9K1 Understands that observation is an effective way to individualize strategies to develop a relationship with an infant/toddler.	☐ Knowledge 5.3C9K2 Recognizes the impact adults have on the relationship building process with infants/toddlers.	☐ Knowledge 5.3C9K3 Observes supervisee's interactions with an infant or toddler to understand his/her unique ways of communicating.	☐ Knowledge 5.3C9K4 N/A

	☐ Skill 5.3C9S1 Uses observation to learn about infants/toddlers in the early care and education setting in order to build responsive relationships.	☐ Skill 5.3C9S2 Engages in responsive, respectful and reciprocal interactions with infants/toddlers.	☐ Skill 5.3C9S3 Offers supervisee respectful feedback regarding his/her interactions with infants/toddlers.	☐ Skill 5.3C9S4 N/A
Competency 10 (C10): **Responsibility to educate stakeholders and improve assessment practices in the field**	☐ Knowledge 5.3C10K1 N/A	☐ Knowledge 5.3C10K2 N/A	☐ Knowledge 5.3C10K3 N/A	☐ Knowledge 5.3C10K4 Knows how to effectively communicate information regarding best practices in assessment to the professionals and the general public.
	☐ Skill 5.3C10S1 N/A	☐ Skill 5.3C10S2 N/A	☐ Skill 5.3C10S3 N/A	☐ Skill 5.3C10S4 Disseminates information to professionals and the general public on the strengths and weaknesses of assessment methodologies for early childhood programming including information on best practices in assessment.

May Be Evidenced By:	• Written documentation of observations of infants/toddlers. • Participation in the referral process. • Supervision notes indicating implementation of IFSPs in the classroom.	• Developmental profiles of infants/toddlers, using obsrevations, anectdotal notes, and formal and informal assessments. • Referral documenation. • Communications with families regarding the referral process. • Curriculum plans showing accommodations and modifications made based on assessment information.	• Assessments of parent/infant/toddler relationships and attachment. • Documentation of assessments administrered. • Reviews of program practices and polocies related to referrals and delivery of Part C/Early Intervention services within the program. • Documenation of supervision of program staff.	• Advocacy at the program, state and national level. • Documentation of assessment tools developed. • Communications with professionals and the public sector related to assessment. • Interpretations and reports of assessment results. • Analysis of IFSPs with recommendations.
Component 4: 5.4 Communication of Documentation and Assessment	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Collaboration and teamwork**	☐ Knowledge 5.4C1K1 Identifies the teams' goals, purposes and outcomes.	☐ Knowledge 5.4C1K2 Explains the benefits of taking an active role in team functions surrounding children and their families.	☐ Knowledge 5.4C1K3 Describes the requirements of the leadership role in an assessment team in the evaluation of children.	☐ Knowledge 5.4C1K4 Knows how to develop and maintain collaborative teams.
	☐ Skill 5.4C1S1 Complies with team's expectations to work toward the goals, purposes and outcomes in all work with infants/toddlers.	☐ Skill 5.4C1S2 Represents the interest of the infant/toddler and family in the assessment team.	☐ Skill 5.4C1S3 Facilitates the assessment team, invites the appropriate specialists to assist the assessment team, and provides guidance and support for staff members.	☐ Skill 5.4C1S4 Collaborates with program staff, families and consultants to support assessment teams in evaluations of infants/toddlers.

Competency 2 (C2): **Strategies for communicating in developmentally and culturally appropriate ways**	☐ Knowledge 5.4C2K1 Understands that families come from various cultural and familial backgrounds.	☐ Knowledge 5.4C2K2 Summarizes age and developmental guidelines for infants/toddlers, employing sensitivity when communicating with families.	☐ Knowledge 5.4C2K3 Realizes that families have diverse reactions to and interpretations of ongoing observation and assessment.	☐ Knowledge 5.4C2K4 Discusses strategies to improve professionals' ability to communicate in developmentally and culturally appropriate ways.
	☐ Skill 5.4C2S1 Uses knowledge of families to communicate with them daily about their infants/toddlers.	☐ Skill 5.4C2S2 Uses various observation tools to gather evidence of infant/toddler development and uses knowledge of individual families to communicate effectively.	☐ Skill 5.4C2S3 Facilitates meetings between families and staff regarding sensitive issues using strength-based language.	☐ Skill 5.4C2S4 Develops and implements training on strategies to communicate in developmentally and culturally appropriate ways.
Competency 3 (C3): **Confidentiality in child and family assessment**	☐ Knowledge 5.4C3K1 States the guidelines and rationale behind confidentiality in the context of ethical conduct.	☐ Knowledge 5.4C3K2 Describes how to communicate with staff, orally and in writing to respect the family's confidentiality in all aspects of the assessment process.	☐ Knowledge 5.4C3K3 Explains ethical issues regarding confidentiality that may occur through the program's participation in infant/toddler and family assessment.	☐ Knowledge 5.4C3K4 Disseminates policies and procedures that ensure confidentiality within programs.
	☐ Skill 5.4C3S1 Protects confidentiality in the context of ethical conduct.	☐ Skill 5.4C3S2 Demonstrates respect for confidentiality when relating information to those within the team.	☐ Skill 5.4C3S3 Mediates ethical issues regarding confidentiality that may occur during the assessment process.	☐ Skill 5.4C3S4 Consults with programs to enhance policies and procedures that ensure confidentiality.

May Be Evidenced By:	• Minutes of team planning meetings attended. • Documentation of professional development in cultural diversity of families and/or ethical conduct guidelines.	• Minutes of family conferences highlighting goals for infants/toddlers. • Documentation of professional development in communicating with families. • Signed permission forms that permit communication between agencies, program and family.	• Goals/outcomes for program and/or individual infants/toddlers. • Assesssment reports. • Attendance sheets and/or handouts associated with staff trainings that address issues associated with infant/toddler assessment. • Family conference notes.	• Notes from collaborative meetings. • Training curricula. • Sample confidentiality protocals.
Component 5: 5.5 Program Assessment	**Foundational**	**Intermediate**	**Advanced**	**Specialist**
Competency 1 (C1): **Reflection on vision, mission and values**	☐ Knowledge 5.5C1K1 Explains the program's vision, mission and values is an essential part of improving program quality.	☐ Knowledge 5.5C1K2 Understands the program elements that support the program's vision, mission and values.	☐ Knowledge 5.5C1K3 Describes how integrated assessment procedures throughout the program are necessary to assure the program's alignment with its vision, mission and values.	☐ Knowledge 5.5C1K4 Explains how policy, training, data and assessment systems relate to vision, mission and values.
	☐ Skill 5.5C1S1 Speaks to families regarding the program's vision, mission and values.	☐ Skill 5.5C1S2 Participates in program assessment to assure that it supports its vision, mission and values.	☐ Skill 5.5C1S3 Reviews policies related to the program's practice to assure alignment with the program's vision, mission and values.	☐ Skill 5.5C1S4 Develops policies and training that encourage the use and interpretation of data and assessment in the program.

Competency 2 (C2): **Methods, tools and strategies**	☐ Knowledge 5.5C2K1 Understands that assessments are used to improve program quality.	☐ Knowledge 5.5C2K2 Recognizes appropriate assessment methods, tools and strategies to determine if programming addresses all domains of children's development.	☐ Knowledge 5.5C2K3 Describes methods, tools and strategies for determining program accountability through authentic assessment and evaluation.	☐ Knowledge 5.5C2K4 Knows how to develop and tailor assessment tools to meet the needs of a program.
	☐ Skill 5.5C2S1 Uses checklists to assess the health and safety components of the program.	☐ Skill 5.5C2S2 Uses appropriate methods, tools and strategies to critique the program to ensure alignment with developmental assessments of the strengths and needs of each child.	☐ Skill 5.5C2S3 Selects and uses tools based on who is being assessed and why the assessment is being conducted. Evaluates tool's compliance with established criteria and standards.	☐ Skill 5.5C2S4 Designs and uses appropriate assessment tools and strategies to evaluate the goals and objectives of the program.
Competency 3 **Stakeholder engagement**	☐ Knowledge 5.5C3K1 Understands that families provide valuable feedback regarding program quality.	☐ Knowledge 5.5C3K2 Knows appropriate assessment methods, tools and strategies to determine engage families regarding if programming addresses their needs.	☐ Knowledge 5.5C3K3 Describes the benefit of staff, family and community participation in program evaluation.	☐ Knowledge 5.5C3K4 Knows how to select and engage an array of stakeholders in the assessment of a program.
	☐ Skill 5.5C3S1 Solicits and documents family feedback.	☐ Skill 5.5C3S2 Uses appropriate methods, tools and strategies with families to assess current practice to determine if programming addresses their needs.	☐ Skill 5.5C3S3 Ensures participation of staff, family and community members in program evaluation.	☐ Skill 5.5C3S4 Engages an array of stakeholders including local and state services for children, public schools, regulatory agencies, parents and their employers in the program assessment.

Competency 4 **Continuous quality improvement**	☐ Knowledge 5.5C4K1 Acknowledges responsibility for improving program quality.	☐ Knowledge 5.5C4K2 Knows how to use the information gathered in an assessment process to develop improvement plans.	☐ Knowledge 5.5C4K3 Knows how to develop and implement program improvement plans based on program assessments.	☐ Knowledge 5.5C4K4 Articulates how to develop a continuous quality improvement system for a program.
	☐ Skill 5.5C4S1 Changes practice as needed based on program evaluation information.	☐ Skill 5.5C4S2 Uses the information gathered in assessments to develop and implement improvement plans.	☐ Skill 5.5C4S3 Monitors ongoing implementation of program improvement plans based on assessment recommendations.	☐ Skill 5.5C4S4 Designs continuous quality improvement systems for programs.
May Be Evidenced By:	• Documentation of family feedback. • Documentation of changes in practice based on program evaluation information.	• Completed program assessment that aligns with the completed developmental assessments of infants/toddlers. • Completed improvement plans based on program assessments.	• Policies that align with the program's vision, mission and values. • Completed program evaluations that include staff, familiy and community participation. • Progress reports regarding implementation of program improvement plan.	• Assessment tools, methods and strategies tailored for individual programs. • Assessment reports that include participation of an array of stakeholders. • Continuous quality improvement system designed for an individual program.

NEW HAMPSHIRE'S INFANT AND TODDLER WORKFORCE SPECIALIZED COMPETENCIES SELF-ASSESSMENT

Use this tool to document your competency and note your action steps for your Professional Development Plan.

Directions: indicate your perceived level of competency using the following scale:

- **F= Foundational** (I mostly meet this level in this competency topic.)
- **I= Intermediate** (I mostly meet this level in this competency topic.)
- **A= Advanced** (I mostly meet this level in this competency topic.)
- **S = Specialist** (I mostly meet this level in this competency topic.)

Write your action steps for increasing your competency where applicable.

CORE KNOWLEDGE AND COMPONENT **C=Competency**	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
3 CORE KNOWLEDGE AREA: TEACHING AND LEARNING							
Component 1: Relationships and Interactions							
C1) Communication Skills	O	O	O	O			
C2) Engagement	O	O	O	O			
C3) Knowledge of children, youth and families	O	O	O	O			
Component 2: Curriculum and Environment							
C1) Developmentally appropriate environments and practice	O	O	O	O			
C2) Evaluation of appropriate equipment and materials	O	O	O	O			
C3) The significance of play	O	O	O	O			

CORE KNOWLEDGE AND COMPONENT **C=Competency**	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C4) Emergent curriculum	O	O	O	O			
C5) Research-based	O	O	O	O			
C6) Design, development and evaluation	O	O	O	O			
C7) Competence in content areas and academic disciplines	O	O	O	O			
3 CORE KNOWLEDGE AREA: TEACHING AND LEARNING							
Component 3: Strategies for Teaching and Learning							
C1) Intentionality	O	O	O	O			
C2) Learning experiences that develop emerging critical thinking	O	O	O	O			
C3) Reflective practice to promote positive outcomes	O	O	O	O			
C4) Developmentally appropriate approaches	O	O	O	O			
C5) Tools and methods for early education	O	O	O	O			
Component 4: Individualization							

CORE KNOWLEDGE AND COMPONENT **C=Competency**	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C1) Temperament	O	O	O	O			
C2) Developmentally appropriate practices for individual children	O	O	O	O			
C3) Theoretical and legal foundations for special supports	O	O	O	O			
C4) Adaptations of the environment and curriculum	O	O	O	O			
C5) Developmentally and culturally appropriate communication	O	O	O	O			
C6) Effective partnerships with parents, families and other professionals	O	O	O	O			
Component 5: Cultural Relevance							
C1) Family involvement combined with effective methods of working with families	O	O	O	O			
C2) Anti-bias curriculum	O	O	O	O			
Component 6: Positive Behaviors							
C1) Support for developing executive function	O	O	O	O			

CORE KNOWLEDGE AND COMPONENT **C=Competency**	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C2) Appropriate theories and application of guidance combined with pro-social behavior guidance strategies	O	O	O	O			
C3) Team approach	O	O	O	O			
4 CORE KNOWLEDGE AREA: PROMOTING CHILD GROWTH AND DEVELOPMENT							
Component 1: Children's Learning and Development							
C1) Developmental milestones	O	O	O	O			
C2) Early Learning Standards	O	O	O	O			
C3) Developmental screening and assessment	O	O	O	O			
C4) Children with special needs	O	O	O	O			
Component 2: Influences on Development							
C1) Environmental factors	O	O	O	O			
C2) Biological factors	O	O	O	O			
C3) Social factors	O	O	O	O			

CORE KNOWLEDGE AND COMPONENT **C=Competency**	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C4) Cultural factors	O	O	O	O			
4 CORE KNOWLEDGE AREA: PROMOTING CHILD GROWTH AND DEVELOPMENT							
Component 3: Health and Safety							
C1) Children's nutrition and wellness combined with health and safety policy development and implementation	O	O	O	O			
C2) Health and safety record keeping	O	O	O	O			
C4) Emergency response and preparedness planning	O	O	O	O			
C5) Child abuse and neglect	O	O	O	O			
C6) Child Care Licensing rules	O	O	O	O			
Component 4: Application of Knowledge to Practice							
C1) Child development theories	O	O	O	O			
C2) Research-based practices	O	O	O	O			
C3) Developmentally appropriate practice	O	O	O	O			

CORE KNOWLEDGE AND COMPONENT **C=Competency**	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C4) Learning environments	O	O	O	O			
C5) Culturally responsive early childhood programs	O	O	O	O			
5 CORE KNOWLEDGE AREA: OBSERVING, DOCUMENTING, ASSESSING							
Component 1: Reflective Practice							
C1) Philosophy of education	O	O	O	O			
C2) Methods and tools	O	O	O	O			
C3) Self-assessment to change practice	O	O	O	O			
C4) Classroom action research	O	O	O	O			
Component 2: Documentation of Curriculum and Learning							
C1) Methods and tools	O	O	O	O			
C2) Family, community and cultural contexts	O	O	O	O			
C3) Documentation for planning of curriculum and learning environments	O	O	O	O			

CORE KNOWLEDGE AND COMPONENT **C=Competency**	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
5 CORE KNOWLEDGE AREA: OBSERVING, DOCUMENTING, ASSESSING							
Component 3: Assessment of Children's Development							
C1) Informal and formal assessment tools and methods	O	O	O	O			
C2) Systematic assessment of children's learning and development	O	O	O	O			
C3) Family, community and cultural contexts: impact on child performance	O	O	O	O			
C4) Family, community and cultural contexts for assessment	O	O	O	O			
C5) Assessment as a guide to individualized teaching and learning	O	O	O	O			
C6) Referral practices	O	O	O	O			
C7) IFSP/IEP processes	O	O	O	O			
C8) Family engagement in assessment and referral	O	O	O	O			
C9) Observation to build effective relationships with learners	O	O	O	O			

CORE KNOWLEDGE AND COMPONENT **C=Competency**	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C10) Responsibility to educate stakeholders and improve assessment practices in the field	O	O	O	O			
5 CORE KNOWLEDGE AREA: OBSERVING, DOCUMENTING, ASSESSING							
Component 4: Communication and Documentation of Assessment							
C1) Collaboration and teamwork	O	O	O	O			
C2) Strategies for communicating in developmentally and culturally appropriate ways	O	O	O	O			
C3) Confidentially in child and family assessment	O	O	O	O			
Component 5: Program Assessment							
C1) Reflection on vision, mission and values	O	O	O	O			
C2) Methods, tools and strategies	O	O	O	O			
C3) Stakeholder engagement	O	O	O	O			
C4) Continuous quality improvement	O	O	O	O			

Please complete your self-assessment and use any notes that you entered in the boxes under "Action steps to professional growth/development" to help you write your professional development plan. The next page should be used to review your self-assessment results with a colleague, supervisor or peer, and requires your signature as well as that of the individual who reviewed your assessment with you.

CORE KNOWLEDGE AND COMPONENT **C=Competency**	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met

COMMENTS/PROFESSIONAL DEVELOPMENT PLANNING:

Completed By:_____
Signature Title Date

Reviewed With:_____
Signature Title Date