

Oklahoma Core Competencies
for
Early Childhood Practitioners

Draft 5/08

Oklahoma Core Competencies for Early Childhood Practitioners

What early care and education practitioners who work with young children and families need to provide quality programs

Purpose: *To define best practices, standards, and essential behavior as a foundation for all decisions, activities, and actions in all early care and education settings and programs.*

The following are **rationales** for the inclusion of content areas in the core competencies.

Child Growth and Development:

Early childhood practitioners use historical, current and emerging child development principles, theories and knowledge as the cornerstone of professional practice. Best practice is informed by and supports the nature of each child including all areas/domains: cognitive, physical, social, and emotional and is inherently intertwined within the context of family and culture. Practitioners understand child growth and development and participate in ongoing learning and reflection.

Health, Safety and Nutrition:

Early childhood practitioners understand that sound health, safety and nutrition practices provide the foundation for development and learning. Safe and healthy environments provide children and adults opportunities to learn and practice healthy behavior related to nutrition and meals, illness and accident prevention, dental and physical hygiene, emergency procedures and recognizing and reporting child abuse and neglect.

Child Observation and Assessment:

Early childhood practitioners use observation and authentic assessment to obtain information for appropriate curriculum planning, establishing outcomes for individuals and groups of children in partnership with families, and to determine a child's need for extra support. Appropriate assessment strategies are developmentally, linguistically and culturally responsive. Practitioners engage in systematic, on-going evaluation of their programs.

Family and Community Partnerships

Early childhood practitioners recognize families take many forms, and as practitioners respect and celebrate the diversity of values, strengths, customs, and traditions. They understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community agencies. As community members, early childhood practitioners help connect children and families with available services. A strong network of family, friends and community partners is responsible for serving children.

Learning Environments and Curriculum:

Early childhood practitioners demonstrate knowledge of how to create safe, playful, inviting, culturally appropriate, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive and creative development both indoors and out. Curriculum development is a collaborative, dynamic, and ever-changing professional endeavor among all those who are involved in children's learning. A balanced curriculum includes adult and child directed activities, indoor and outdoor experiences, individual, small and large groups, and blocks of uninterrupted time for children to engage in self-chosen activities which support the acquisition of skills, concepts, attitudes and disposition.

- *Creative*-Engaging children in activities with sand, water, play dough, dramatic play, blocks, creative stories, art, music, movement, and a variety of other open-ended materials develops creative skills.
- *Language Arts*- Children increase their communication, oral language and early literacy skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen, and understand others.
- *Mathematics*-Children develop thinking and problem solving skills naturally through daily life activities such as playing in the sandbox, cooking applesauce, completing puzzles and sorting buttons.
- *Health, Safety, and Physical Development*-Children learn about their abilities, maintaining good health, and gain independence when they take an active role in preparing nutritious snacks, maintaining a clean and healthy environment, engaging in physical activity, and caring for their bodies.
- *Science*- Children develop science knowledge through observation, questioning, investigating, and analyzing hands-on experiences with real animals, plants and objects in the classroom and the environment.

- *Social and Personal Skills*- Children develop successful social and personal skills when provided daily opportunities to negotiate issues that occur, to take turns, to lead and follow, to be a friend, and to become aware of own feelings and the feelings of others.
- *Social Studies*-Children learn about social studies through culturally diverse experiences in their families and environment.

Interactions with Children

Early childhood practitioners demonstrate the ability to maintain authentic relationships with children, colleagues, families, and community that are caring, connected and attached. Early childhood practitioners understand that interactions have a profound influence on the children's experiences and are mindful of the importance of body language, facial expressions, tone of voice and the use of adaptive communication techniques.

Program Planning, Development and Evaluation

Early childhood practitioners demonstrate knowledge of accepted business practices, legal and regulatory requirements, financial obligations and record keeping. Early Childhood practitioners engage in systemic, on-going evaluation of their programs for purposeful improvement. Input from staff, families and the community inform the evaluation process.

Professionalism and Leadership

Early childhood practitioners identify themselves as leaders and professionals in the field of early childhood. Professionalism is built upon individual integrity, responsibility, ethical practices and commitment to professional standards and an accepted body of knowledge. Leaders advocate for young children and their families and are involved in life long learning.

The following competencies are arranged into five skill levels with the entry person represented at level one. The competencies are accumulative. Each competency level builds on the previous level. The goal of the competency development is to be comprehensive and represent skills practitioners need to provide quality early childhood programs. The competencies are "under construction"

OKLAHOMA EARLY LEARNING GUIDELINES CORE COMPETENCIES

12/13/05

CHILD GROWTH AND DEVELOPMENT

Early childhood practitioners use historical, current and emerging child development principles, theories and knowledge as the cornerstone of professional practice. Best practice is informed by and supports the nature of each child including all areas/domains: cognitive, physical, social and emotional and is inherently intertwined within the context of family and culture. Practitioners understand child growth and development and participate in ongoing learning and reflection.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training. 	<ul style="list-style-type: none"> Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education. 	<ul style="list-style-type: none"> Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development. 	<ul style="list-style-type: none"> Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development. 	<ul style="list-style-type: none"> Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.
<ul style="list-style-type: none"> Recognizes that children grow and develop at different rates Enjoys young children, and engages in safe, responsive and appropriate conversations and interactions 	<ul style="list-style-type: none"> Identifies stages and milestones of growth and development Understands the importance of teacher-child relationships and conversations to the growth and development of children 	<ul style="list-style-type: none"> Exhibits understanding of major theories of child growth and development Designs and implements program plans that promote healthy relationships among families, children, teachers/staff, and adults 	<ul style="list-style-type: none"> Utilizes major theories of child growth and development to guide program planning and assessment Evaluates and plans to support positive social interactions and modify instruction; and make appropriate referrals to intervention sources when necessary 	<ul style="list-style-type: none"> Articulates, evaluates, integrates, and advocates current theories, research, and practice in policy development for early childhood programs Analyzes and provides guidance to ensure the application of knowledge regarding the effects of environment and social interaction on the development of children within early childhood programs.
<ul style="list-style-type: none"> Recognizes children are diverse and have different needs. Recognizes that children learn through play. 	<ul style="list-style-type: none"> Demonstrates understanding of the diversity of children by incorporating knowledge in interactions with children. Creates environments that provide opportunities for 	<ul style="list-style-type: none"> Explains various ways children learn and interact with others, and practices inclusion by adapting care and education to meet the diverse needs of children. Plans meaningful, appropriate activities that promote children's 	<ul style="list-style-type: none"> Designs and implements programs that integrate knowledge of inclusive practice, and facilitates interventions that support children and families. Plans meaningful, appropriate activities that promote children's 	<ul style="list-style-type: none"> Evaluates program activities and advocates for policies that reflect inclusive practice and are responsive to the diverse needs of children and families. Analyzes, evaluates, and modifies program activities to

children to learn through play.	development through interactions within the learning environment.	development through interactions within the learning environment.	ensure they are appropriate for children's optimal development and learning.
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OKLAHOMA CORE COMPETENCIES FOR EARLY CHILDHOOD PRACTITIONERS

11/01/2006

HEALTH, SAFETY, AND NUTRITION

Early childhood practitioners understand that sound health, safety, and nutrition practices provide the foundation for development and learning. Safe and healthy environments provide children and adults opportunities to learn and practice healthy behavior related to nutrition and meals, illness and accident prevention, dental and physical hygiene, emergency procedures, and recognizing and reporting child abuse and neglect.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>NUTRITION</p> <ul style="list-style-type: none"> Includes knowledge and skills expected of a professional new to the early care and education field, with minimal specialized training Follows regulations for safe and sanitary food storage, preparation, serving, and clean up Recognizes health hazards in meals and takes steps to prevent dangerous situations (choking, allergies, etc.) Recognizes children's need for a healthy diet (food pyramid), including the need of children to eat frequently 	<p>NUTRITION</p> <ul style="list-style-type: none"> Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education Understands the importance of safe and sanitary food storage, preparation, serving, and clean up Identifies types or forms of food that can cause choking, allergic reaction, or other health risks according to the age and need of individual children Communicates with families regarding the child's eating patterns, mealtime skills, food needs and preferences, and food activities 	<p>NUTRITION</p> <ul style="list-style-type: none"> Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development Designs and implements safe and sanitary food practices Consults with families about children's individual dietary needs and food allergies, and shares information with teachers Plans and evaluates meals to incorporate sound nutritional practices including ethnic foods and customs 	<p>NUTRITION</p> <ul style="list-style-type: none"> Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development Ensures program compliance by evaluating and modifying food service policies and procedures Assesses program's nutritional plan for health hazards and adapts practices accordingly Identifies and supports utilization of community resources to ensure good nutrition for children and their families (CACFP, community food pantries, food assistance programs, etc.) 	<p>NUTRITION</p> <ul style="list-style-type: none"> Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development Analyzes and applies current research and policy on safe and sanitary food practices Advocates for policies and procedures that affect the nutritional welfare of children Articulates, analyzes, evaluates, and applies current theory, research, and policy on nutrition

<ul style="list-style-type: none"> Recognizes age appropriate environment and behavior for mealtime and snacks 	<ul style="list-style-type: none"> Encourages children to learn self-help skills during mealtime and snacks by incorporating family style meal service 	<ul style="list-style-type: none"> Plans and provides appropriate size eating utensils, serving equipment, tables, chairs, etc. to help children be comfortable at meal time and snacks 	<ul style="list-style-type: none"> Develops, evaluates, and explains the written policy that outlines expectations of staff and children (according to age) for mealtime and snacks 	<ul style="list-style-type: none"> Analyzes and applies current research policies that outline expectations of staff and children for mealtime and snacks
<p>SAFETY</p> <p><i>Regulations</i></p> <ul style="list-style-type: none"> Follows licensing requirements or regulations for early childhood education programs 	<p>SAFETY</p> <p><i>Regulations</i></p> <ul style="list-style-type: none"> Understands the importance of licensing requirements or regulations for early childhood education programs 	<p>SAFETY</p> <p><i>Regulations</i></p> <ul style="list-style-type: none"> Designs and implements procedures for incorporating licensing requirements and regulations in early childhood programs 	<p>SAFETY</p> <p><i>Regulations</i></p> <ul style="list-style-type: none"> Evaluates early childhood program(s) and collaborates with various professionals and other organizations to maximize program quality 	<p>SAFETY</p> <p><i>Regulations</i></p> <ul style="list-style-type: none"> Analyzes current research and communicates its impact on the development and revision of licensing requirements
<ul style="list-style-type: none"> Responds immediately and sympathetically to an injury and follows basic first aid procedures 	<ul style="list-style-type: none"> Demonstrates and understands basic first aid procedures, practices preventive measures to avoid injuries, and follows procedures for documentation 	<ul style="list-style-type: none"> Designs and implements appropriate procedures for prevention, documentation, and reporting of children's accidents or injuries 	<ul style="list-style-type: none"> Utilizes community resources to ensure children, families, and staff have access to safety information 	<ul style="list-style-type: none"> Monitors program for safety incidents and identifies trends to make appropriate and informed program modifications
<ul style="list-style-type: none"> Follows procedures for proper handling and storage of harmful materials such as medications, poisons, cleaning solutions, matches or other toxic items 	<ul style="list-style-type: none"> Identifies potentially harmful materials and takes appropriate action to ensure safety 	<ul style="list-style-type: none"> Creates a safe learning environment free of harmful materials 	<ul style="list-style-type: none"> Articulates the relationship between exposure to harmful materials and human growth and development, and ensures program compliance 	<ul style="list-style-type: none"> Analyzes, communicates, and applies current theory, research, and policy on regulations regarding management of harmful materials
<ul style="list-style-type: none"> Provides attentive, continuous supervision and correct staff: child ratio both indoors and outdoors Follows appropriate procedures for emergencies such as fire, weather, and security threats 	<ul style="list-style-type: none"> Maintains attentive, continuous supervision and correct staff to child ratio both indoors and outdoors Responds appropriately to emergencies such as fire, weather, and security threats (unauthorized 	<ul style="list-style-type: none"> Ensures attentive, continuous supervision and correct staff: child ratio both indoors and outdoors Designs, implements, and communicates to families appropriate procedures for emergencies such as fire, 	<ul style="list-style-type: none"> Promotes attentive, continuous supervision and correct staff: child ratio both indoors and outdoors Evaluates appropriate procedures for emergencies such as fire, weather, and security threats 	<ul style="list-style-type: none"> Advocates attentive, continuous supervision and correct staff: child ratio both indoors and outdoors Analyzes, articulates, and applies current theory, research, and policy regarding appropriate procedures for

<p>(unauthorized persons)</p> <ul style="list-style-type: none"> Identifies and/or recognizes signs of suspected child abuse and neglect. Follows Oklahoma state law and program procedures for reporting suspected child abuse & neglect 	<p>persons), and follows procedures for documentation</p> <ul style="list-style-type: none"> Identifies and/or recognizes signs of suspected child abuse and neglect. Follows Oklahoma state law and program procedures for reporting suspected child abuse & neglect. Maintains current contact agency information. 	<p>weather, and security threats (unauthorized persons)</p> <ul style="list-style-type: none"> Provides family education with regard to child abuse and neglect, and personal safety. 	<p>(unauthorized persons)</p> <ul style="list-style-type: none"> Utilizes community partners, and coordinates resources to prevent child abuse and neglect. 	<p>emergencies such as fire, weather, and security threats (unauthorized persons)</p> <ul style="list-style-type: none"> Analyzes, articulates, and applies current theory and research, while advocating at local, state, and federal levels for adequate resources and policies to prevent child abuse and neglect.
<p><i>Environment</i></p> <ul style="list-style-type: none"> Recognizes potential indoor and outdoor safety hazards, including allergy and asthma-inducing items, i.e., perfumes, hair spray, mold, animals, plants, etc. 	<ul style="list-style-type: none"> Maintains indoor and outdoor environments free from potential safety hazards 	<ul style="list-style-type: none"> Monitors and implements procedures to maintain a safe indoor and outdoor environments, and provides family information about indoor and outdoor safety issues 	<ul style="list-style-type: none"> Designs and adapts environments to ensure safe indoor and outdoor environments 	<ul style="list-style-type: none"> Analyzes and articulates current research and policy to implement strategies for improving indoor and outdoor environmental safety
<ul style="list-style-type: none"> Identifies safe use of indoor and outdoor equipment by children 	<ul style="list-style-type: none"> Monitors safe use of indoor and outdoor equipment by children 	<ul style="list-style-type: none"> Administers and ensures safe use of indoor and outdoor equipment 	<ul style="list-style-type: none"> Assesses and modifies program's policies and procedures for safe use of indoor and outdoor equipment 	<ul style="list-style-type: none"> Examines program environments and constructs models for implementing safe use of indoor and outdoor equipment
<p>HEALTH</p> <ul style="list-style-type: none"> Recognizes safe and appropriate toys and materials 	<ul style="list-style-type: none"> Selects safe, appropriate toys and materials for use by children of different ages and abilities 	<ul style="list-style-type: none"> Adapts use of toys, materials, and equipment with attention to the requirements and differences of individual children 	<ul style="list-style-type: none"> Integrates knowledge of child development, safety, and regulations within program design 	<ul style="list-style-type: none"> Advocates for policies and requirements that promote and support use of safe and appropriate toys and materials
<ul style="list-style-type: none"> Practices appropriate techniques to prevent communicable disease including hand-washing, diapering, toileting, cleaning, and sanitizing 	<ul style="list-style-type: none"> Communicates with families, promotes good health and provides an environment that contributes to the prevention of communicable disease 	<ul style="list-style-type: none"> In consultation with health personnel, designs, implements, and communicates appropriate procedures for prevention of communicable disease 	<ul style="list-style-type: none"> Develop and/or update as needed, policies and procedures for prevention of communicable disease 	<ul style="list-style-type: none"> Analyzes, evaluates, and applies current research, theory, and policy with regard to communicable disease

<ul style="list-style-type: none"> Helps children practice appropriate hand-washing techniques Utilizes appropriate practices to avoid contact with and control of blood-borne pathogens and body fluids to ensure safety and health of adults and children 	<ul style="list-style-type: none"> Demonstrates and teaches appropriate hand-washing techniques Models, documents, and communicates responses to incidents involving blood and body fluids 	<ul style="list-style-type: none"> Designs and implements hand-washing techniques and process Designs and implements procedures for appropriate responses to incidents involving blood and body fluids 	<ul style="list-style-type: none"> Collaborates with community health care professionals to develop hand-washing policies Develops, evaluates, and explains written procedures for responding to incidents involving blood and body fluids 	<ul style="list-style-type: none"> Analyzes, evaluates, and applies current research, theory, and policy with regard to hand-washing policies Analyzes, evaluate, and applies current research, theory, and policy with regard to blood-borne pathogens and body fluids
<ul style="list-style-type: none"> Checks children daily for signs of illness and responds appropriately Follows appropriate procedures for handling and administering medications, and maintaining health records 	<ul style="list-style-type: none"> Follows program procedures for documenting and communicating signs of illness to families and appropriate staff Ensures the implementation of appropriate procedures for handling and administering medications, and maintaining health records 	<ul style="list-style-type: none"> In consultation with health personnel, designs and monitors program procedures for documenting and communicating signs of illness Develops appropriate procedures for handling and administering medications, and maintaining health records 	<ul style="list-style-type: none"> Develops, modifies, and evaluates program procedures in collaboration with health professionals to address current public health issues Ensures program procedures are appropriate and provides training in response to program needs 	<ul style="list-style-type: none"> Analyzes and conducts research with regard to public health trends; develops and advocates for policies that promote healthy practices Articulates and advocates for sound policy with regard to public health law
<ul style="list-style-type: none"> Helps children practice appropriate oral health care techniques Practices principles of SIDS prevention 	<ul style="list-style-type: none"> Implements appropriate oral health practices, and communicates importance of oral health care to children and families Implements program policy and procedures with regard to SIDS prevention 	<ul style="list-style-type: none"> Designs in consultation with health personnel appropriate procedures for a comprehensive oral health care program Monitors program to ensure compliance with SIDS prevention policy and procedures 	<ul style="list-style-type: none"> In conjunction with oral health professionals, implement oral health screening, referral, and ongoing follow-up to appropriate community health and social services Ensures program staff members are trained in the most current practices with regard to SIDS prevention 	<ul style="list-style-type: none"> Collaborate with advisory or community groups to identify oral health trends that impact young children and their families Participates in and advocates for sound policy development based upon most current research with regard to SIDS

prevention

OKLAHOMA CORE COMPETENCIES FOR EARLY CHILDHOOD PRACTITIONERS

2/15/07

CHILD OBSERVATION AND ASSESSMENT

Early childhood practitioners use observation and authentic assessment to obtain information for appropriate curriculum planning, establishing outcomes for individuals and groups of children in partnership with families, and to determine a child's need for extra support. Appropriate assessment strategies are developmentally, linguistically and culturally responsive. Practitioners engage in systematic, ongoing evaluation of their programs.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none">Includes knowledge and skills expected of a professional new to the early care and education field, with minimal specialized training	<ul style="list-style-type: none">Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education	<ul style="list-style-type: none">Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development	<ul style="list-style-type: none">Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development	<ul style="list-style-type: none">Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development
<ul style="list-style-type: none">Protects and maintains confidentiality between the program and the child's family regarding each child's observation and assessment	<ul style="list-style-type: none">Accepts responsibility for consistently maintaining confidentiality	<ul style="list-style-type: none">Ensures confidentiality between the program and the child's family	<ul style="list-style-type: none">Utilizes appropriate policies and procedures to maintain confidentiality	<ul style="list-style-type: none">Analyzes and evaluates effectiveness of confidentiality policies and procedures
<ul style="list-style-type: none">Recognizes that children develop at individual rates	<ul style="list-style-type: none">Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families, and life situations	<ul style="list-style-type: none">Appreciates individuality and adapts instruction to fit developmental needs	<ul style="list-style-type: none">Develops and implements individual plans that support each child's continued development	<ul style="list-style-type: none">Communicates current theories, research, and appropriate practices relevant to observation and assessment
<ul style="list-style-type: none">Assists with program procedures for collecting data about each child's development	<ul style="list-style-type: none">Collects, organizes, and maintains accurate records including information about each child, such as work samples and anecdotal notes.	<ul style="list-style-type: none">Plans instruction based upon principles of observation and assessment	<ul style="list-style-type: none">Continually observes children, analyzes and evaluates findings, and applies this knowledge to practice	<ul style="list-style-type: none">Establishes criteria, procedures, and documentation methods for assessment

<ul style="list-style-type: none"> Observes children and maintains accurate program records 	<ul style="list-style-type: none"> Records growth, health, behavior, and progress of each child and shares the information with appropriate persons 	<ul style="list-style-type: none"> Utilizes information gained from formal and informal observation to plan and adapt classroom procedures and routines 	<ul style="list-style-type: none"> Selects and integrates information gained from formal and informal assessments to create a comprehensive description of each child's development 	<ul style="list-style-type: none"> Evaluates and adjusts program goals, objectives, and content based upon assessment results
<ul style="list-style-type: none"> Participates as a team member in the assessment process, including seeking support and guidance from other professionals 	<ul style="list-style-type: none"> Communicates informal assessment information to other appropriate professionals in preparation for parent communication 	<ul style="list-style-type: none"> Conferences with parents to create a comprehensive plan of action that supports the child's growth and development 	<ul style="list-style-type: none"> Works together with parents to make decisions concerning referrals to other agencies and programs offering diagnostic and intervention services 	<ul style="list-style-type: none"> Advocates for the child and participates as a multidisciplinary team member in order to set appropriate goals for the child

OKLAHOMA EARLY LEARNING GUIDELINES CORE COMPETENCIES
4/17/08
FAMILY AND COMMUNITY PARTNERSHIPS

Early childhood practitioners recognize families take many forms, and as practitioners respect and celebrate the diversity of values, strengths, customs, and traditions. They understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community agencies. As community members, early childhood practitioners help connect children and families with available services. A strong network of family, friends and community partners is responsible for serving children.

Level 1	Level 2	Level 3	Level 4	Level 5
Includes knowledge and skills expected of a professional new to early care and education field with minimal specialized	Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent	Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development.	Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.	Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.

<p>training.</p> <p>Enjoys working with children and families</p> <p>Greets families and engages in positive conversations daily</p> <p>Welcomes visitors and community volunteers</p> <p>Develops an awareness of community resources and offer support to children, families and children's programs</p>	<p>Respects family's role as the child's primary caregiver and educator</p> <p>Follows policies regarding written and verbal communication with families.</p> <p>Works with volunteers in a productive way.</p> <p>Identifies local, accessible community resources and possible partnerships.</p>	<p>Communicates with families about appropriate activities, individual children's progress, growth and development.</p> <p>Creates opportunities for families to access information and resources.</p> <p>Plans and implement activities that use volunteers appropriately and effectively.</p> <p>Contacts community members, agencies and organizations to establish networks that assist in accessing suitable resources</p>	<p>Facilitate family's identification, reflection and evaluation of goals for their child's success.</p> <p>Evaluates and modifies activities to ensure family engagement and support</p> <p>Ensures all volunteers receive appropriate training</p> <p>Initiates and maintains collaborative, community endeavors with network participants.</p>	<p>Creates opportunities for family members to be actively involved in program development, evaluation, and governance.</p> <p>Research and implement effective methods of engaging and communicating with families.</p> <p>Evaluate effectiveness recruitment, training and utilization of volunteers.</p> <p>Develop policies that incorporate positive relationships with the community</p>
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OKLAHOMA EARLY LEARNING GUIDELINES CORE COMPETENCIES
3/6/2008

LEARNING ENVIRONMENTS AND CURRICULUM

Early childhood practitioners demonstrate knowledge of how to create safe, playful, inviting, culturally appropriate, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive and creative development both indoors and out. Curriculum development is a collaborative, dynamic, and ever-changing professional endeavor among all those who are involved in children's learning. A balanced curriculum includes adult and child directed activities, indoor and outdoor experiences, individual, small and large groups, and blocks of uninterrupted time for children to engage in self-chosen activities which support the acquisition of skills, concepts, attitudes and disposition.

- *Approaches to Learning*-A well-planned learning environment, carefully designed activities, and teachers, caregivers and family members who participate as co-learners will promote in children a willingness to try new experiences and persistence in completing projects.
- *Creative*-Engaging children in activities with sand, water, play dough, dramatic play, blocks, creative stories, art, music, movement, and a variety of other open-ended materials develop creative skills.
- *Language Arts*- Children increase their communication, oral language and early literacy skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen, and understand others.
- *Mathematics*-Children develop thinking and problem solving skills naturally through daily life activities such as playing in the sandbox, cooking applesauce, completing puzzles and sorting buttons.
- *Health, Safety, and Physical Development*-Children learn about their abilities, maintaining good health, and gain independence when they take an active role in preparing nutritious snacks, maintaining a clean and healthy environment, engaging in physical activity, and caring for their bodies.
- *Science*- Children develop science knowledge through observation, questioning, investigating, and analyzing hands-on experiences with real animals, plants and objects in the classroom and the environment.
- *Social and Personal Skills*- Children develop successful social and personal skills when provided daily opportunities to negotiate issues that occur, to take turns, to lead and follow, to be a friend, and to become aware of own feelings and the feelings of others.
- *Social Studies*-Children learn about social studies through culturally diverse experiences in their families and environment.

Learning Environment

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Includes knowledge and skills expected of a professional new to the early care and education field, with minimal specialized training</p> <p>PHYSICAL ENVIRONMENT</p> <p>Follows daily schedule</p> <p>Assists in maintaining orderly,</p>	<p>Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education</p> <p>Creates and maintains daily schedule</p> <p>Identifies and arranges orderly,</p>	<p>Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development</p> <p>Adapts daily schedule to meet individual needs.</p> <p>Provides feedback to all</p>	<p>Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development</p> <p>Evaluates schedules and communicates the importance of consistency.</p> <p>Assesses and implements policies</p>	<p>Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development</p> <p>Advocates effectiveness appropriate daily schedules</p> <p>Researches and advocates for</p>

<p>clean, and safe indoor and outdoor learning environments</p> <p>CURRICULUM</p> <p>Follows daily lesson plans</p> <p>Uses opportunities in the everyday environment to help children learn</p>	<p>clean, and safe learning environments.</p> <p>Develops and implements daily lesson plans</p> <p>Recognizes, follows and responds to children's interests in helping them learn</p>	<p>individuals regarding the importance of daily maintenance of learning environments.</p> <p>Critically reflects and modifies plans to meet children's individual needs on a short and long term basis</p> <p>Incorporates children's interests throughout curriculum to support group and individual goals and needs</p>	<p>and procedures to ensure a healthy, safe environment.</p> <p>Evaluates the effectiveness of the daily lesson plans and advocates for change when needed</p> <p>Communicates and educates others regarding the value of child centered learning opportunities</p>	<p>consistent policies that meet national standards for physical environment.</p> <p>Research current curriculum design trends; communicates and collaborates for effective change</p> <p>Analyzes and advocates the effectiveness of utilizing child centered learning environments to ensure children's optimum development</p>
<p>Utilizes provided resources when interacting with children</p> <p>METHOD</p> <p><i>Construction of knowledge</i></p> <p>Provides children with choices of activities</p>	<p>Selects and implements developmentally appropriate resources and materials</p> <p>Understands the importance of encouraging children to make choices</p>	<p>Understands, utilizes and explains to others the importance of appropriate resources and materials</p> <p>Creates developmentally appropriate activities that supports and reflects children's needs and interests</p>	<p>Ensures the consistent accessibility of appropriate resources and materials</p> <p>Evaluates and modifies activities to encourage children's emerging skills and opportunities for learning.</p>	<p>Researches, identifies, and articulates to others advances in the field regarding innovative resources</p> <p>Articulates and applies child development theories to promote children's learning through choices</p>
<p>Supports children's efforts toward becoming independent</p> <p>Attitude of teacher</p> <p><i>Role of Teacher</i></p> <p>Actively participates in children's learning activities</p>	<p>Provide opportunities for children to develop emerging independence and problem solving skills</p> <p>Identifies appropriate ways to participate in children's learning activities (i.e. observing, listening, questioning, talking,</p>	<p>Communicates to others the importance of developing children's critical thinking skills to encourage independence</p>	<p>Observes and assesses children and learning opportunities to ensure independence and critical thinking skills are being developed</p> <p>Collaborates with others to determine appropriate methods of teacher participation to promote</p>	<p>Advocates for the understanding and implementation of teaching strategies that promote emerging independence and critical thinking skills</p> <p>Articulates, analyzes and evaluates learning opportunities and teaching approaches</p>

<p>Respects children's curiosity about the world</p> <p><i>Relationships</i></p> <p>Respects children's families as important partners in learning</p> <p>Participates in conversations with children</p> <p><i>Creative Skills</i></p> <p>Allows children to use materials to participate in appropriate art activities i. e. music, drama, art, blocks, movement.</p> <p>Respects and allows individual creative differences.</p> <p>Realizes that working with materials to create is more important than what is created.</p>	<p>and assisting)</p> <p>Selects appropriate activities that encourage children to explore the environment.</p> <p>Informs families about children's daily activities and encourages two-way communication</p> <p>Encourage and understands the importance of frequent and positive interactions among children and adults.</p> <p>Ensures open-ended art materials and activities are accessible</p> <p>Encourages children to express themselves creatively and displays children's original work</p> <p>Supports children's exploration of art materials without the expectation of a specific end product.</p>	<p>Designs an interactive environment that encourages teachers and children to investigate together</p> <p>Enhances and supports children's learning by involving families</p> <p>Plans learning environment that fosters interaction between children and adults</p> <p>Plans and implements opportunities for creative expression</p> <p>Uses individual differences and cultural influences to plan opportunities for creative self-expression.</p> <p>Describes, discusses and accepts the process as the most important part of creative expression.</p>	<p>successful learning opportunities</p> <p>Researches and evaluates the learning environment to ensure that children have opportunities to investigate the natural environment.</p> <p>Collaborates with families to develop a learning community that is supported by multiple opportunities for communication</p> <p>Models appropriate communication techniques with children and adults and conferences when necessary to provide feedback</p> <p>Collaborates with others to develop an integrated curriculum that emphasizes the use and accessibility of open-ended art experiences</p> <p>Consults with families and communities to encourage creative expression that reflects diverse cultures.</p> <p>Challenges children to extend their creative thinking by experimenting with new materials.</p>	<p>Analyzes and articulates current research on the art and science of inquiry.</p> <p>Advocates for early childhood systems that value families as partners in learning.</p> <p>Articulates the research regarding the correlation between healthy, positive interactions and cognitive development</p> <p>Facilitates discussion on current research and modifies program practice to reflect the importance of creative expression.</p> <p>Communicates with families and others the importance of individual creative self-expression to the development of the child</p> <p>Advocate and articulate the value of free exploration of materials as essential to the creative process of the developing child</p>
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<p>Relationship of art and creativity to expression of thoughts, ideas and emotions.</p> <p>Records children's thoughts, ideas and emotions regarding their art.</p>	<p>Shows respect for creative expression through appropriate documentation and displaying children's work.</p>	<p>Realizes that creative expression fosters language, social, emotional and cognitive development.</p>	<p>Understands and communicates with others the relationship between creative expression and the development of the whole child.</p>	<p>Advocates and supports staff in the provision of time, materials and space to explore, experience, and document creative expression.</p>
<p><i>Language Arts</i></p> <p>Uses Standard English and introduces new words while children play</p>	<p>Engages in conversation to enrich and expand vocabulary respecting children's home language</p>	<p>Designs appropriate learning opportunities that build on children's interests and reflects current language development</p>	<p>Observes and evaluates vocabulary development and initiates appropriate intervention</p>	<p>Analyzes and applies current theory and research regarding the promotion of language acquisition</p>
<p>Encourages children to communicate verbally and nonverbally; actively listens and responds appropriately</p> <p>Reads expressively to the children on a daily basis</p>	<p>Promotes and participates in conversation among children and adults</p> <p>Utilizes a variety of techniques and materials to engage children (story telling, puppets, singing, questions, predicting...)</p>	<p>Communicates the importance of conversation in children's language development</p> <p>Helps children learn basic literacy concepts (left to right, sequencing, symbolic relationships, parts of books...) and adapts activities to meet individual needs</p>	<p>Recognizes and responds to children's communication/language delays</p> <p>Evaluates practice to ensure that concrete experiences and play are based upon current literacy theories and research</p>	<p>Articulates and advocates for policies supporting adult-child and child-child interactions</p> <p>Analyzes program and child outcomes to determine effectiveness of the literacy program; uses knowledge to advocate for policy change and resources</p>
<p>Follows directions for creating a print-rich environment</p> <p>Makes writing materials available and models their use</p>	<p>Selects appropriate, diverse materials (books, pictures, labels, posters) for the children's environment</p> <p>Provides opportunities for children to safely draw and print using various materials (chalk, colored pencils, markers, paint brushes...)</p>	<p>Immerses children in a print-rich environment including languages represented in the community</p> <p>Provides opportunities to explore writing through a variety of means (dictation, word banks, making books, opportunities for fine motor skill building...)</p>	<p>Understands and communicates the relationship between spoken and written words and its impact on literacy</p> <p>Evaluates and adapts practice to ensure writing opportunities are available for children of all abilities</p>	<p>Advocates for community support and resources that ensures literacy development based upon current theory and research</p> <p>Informs and educates others regarding the importance of writing activities to language development</p>

<p>Mathematics</p> <p>Participates with children exploring a variety of objects, materials, toys, and games</p> <p>Uses mathematical language such as first, last, above, below, more, less...</p>	<p>Selects materials and plans activities such as cooking, sand and water play, gardening...</p> <p>Uses terminology to expand children's mathematical vocabulary</p>	<p>Provides play opportunities to encourage problem-solving, comparing, sequencing, measuring...</p> <p>Ensures children have many opportunities to utilize mathematical language through songs, games and other activities</p>	<p>Provides opportunities to discover relationships between events, objects, and the environment (graphing, patterning, predicting...)</p> <p>Shares the importance of encouraging the incorporation of mathematical language in everyday life</p>	<p>Articulates research regarding mathematical teaching and learning in early childhood</p> <p>Articulates research regarding mathematical teaching and learning in staff development programming</p>
<p>Health, Safety, and Physical Development</p> <p>Follow and assist in providing daily activities that promote children's physical development</p> <p>Actively participates in both indoor and outdoor physical activities with the children</p>	<p>Understands physical development is promoted through activities that use small and large muscles</p> <p>Uses a variety of equipment, activities and opportunities in all learning areas that encourage children to develop physically</p>	<p>Designs the learning environment to respect children's individual needs to explore their physical abilities through large and small muscle activities</p> <p>Plans activities and provides adequate time for children to practice and improve skills in large and small muscle development</p>	<p>Assesses the program to ensure that physical activities, movement, and the arts are being integrated in all learning areas</p> <p>Educates and explains to others the interrelationship between daily physical activity to ensure the development of the whole child.</p>	<p>Articulate, analyze and evaluate current research on how physical activity promotes physical development</p> <p>Designs policies that ensure daily opportunities are offered that enhance physical development in all program areas</p>
<p>Begins to identify children's individual developmental needs in the area of physical development</p> <p>Assists and include health and safety practices throughout daily activities</p>	<p>Demonstrates and plans activities based on an understanding that children develop at individual rates</p> <p>Understands the importance of including health and safety practices throughout daily activities</p>	<p>Adapts activities that reflects children different rates of physical development</p> <p>Implements frequent opportunities for movement and physical exercise as a way to reduce or prevent many of children's health and behavioral issues</p>	<p>Communicates with parents and others of specific developmental observations and provides appropriate resources</p> <p>Discusses with families the importance of parent-child activities that involve physical movement both inside and outdoors to ensure a lifetime of health and fitness</p>	<p>Modifies classroom procedures to integrate current research regarding children's learning styles and developmental challenges</p> <p>Advocates for policies that support families in accessing resources that ensure safe and healthy lifestyles</p>

<p>Science</p> <p>Provides materials, tools and experiences that encourage children's curiosity</p>	<p>Encourages children to ask questions and find answers through actively exploring materials and tools provided</p>	<p>Provides daily activities for science and allows flexibility for spontaneous opportunities</p>	<p>Evaluates materials and teacher interaction during science activities to ensure the utilization of the discovery process</p>	<p>Communicates the importance of the teachers active role in the science process by incorporating opportunities for inquiry, prediction, problem solving, and observation</p>
<p>Begins to utilize descriptive language to encourage scientific thinking</p>	<p>Expands children's descriptive language through active listening and encouraging more than one word answers</p>	<p>Ensures children have many opportunities to talk about and describe their scientific discoveries</p>	<p>Educates others about the importance of utilizing descriptive language to promote scientific thought and life long curiosity about the environment</p>	<p>Advocates for programs that recognize the critical connection between descriptive language and the understanding of scientific findings</p>
<p>Social and Personal Skills</p> <p>Engages in everyday conversation with children of all ages</p> <p>Recognizes that social interactions occur at all ages</p> <p>Recognizes that children of all ages show emotion</p> <p>Plays with children of all ages and provides supervision of the whole group</p> <p>Treats children as individuals with their own strengths, needs and cultural values</p>	<p>Recognizes and allows opportunities for children to engage in conversation daily</p> <p>Begins to make connections between social interactions and developing friendships</p> <p>Helps children learn and practice empathy and respect for the feelings and rights of others</p> <p>Understands the purpose of play in children's social development</p> <p>Observes children's play and encourages individual choices</p>	<p>Models for children appropriate ways to express wants and needs</p> <p>Helps children recognize their value as individuals and as members of the group</p> <p>Understands children's behavior is connected to emotions and responds accordingly</p> <p>Structures the play environment and gives children words to allow for cooperative interactions among children.</p> <p>Assesses children's interactions and guides them to express their feelings and assert themselves in positive ways</p>	<p>Ensures that conversation is encouraged to assist in the development of social skills</p> <p>Builds a cooperative learning community in the classroom that creates a socially safe and inclusive environment</p> <p>Models appropriate behaviors to develop children's self regulation, problem solving and conflict resolution skills</p> <p>Supports and reinforces families' primary role in children's personal and social development</p> <p>Recognizes atypical personal and social development and initiates appropriate referral strategies</p>	<p>Communicates to others the process for developing curriculum that supports conversation</p> <p>Analyzes current theory on social development and modifies the environment when necessary</p> <p>Designs and implements plans that ensure access to resources enabling appropriate responses to emotional stress</p> <p>Observes and modifies the play environment as needed</p> <p>Identifies and communicates to others specific strategies for interacting with children with challenging behaviors</p>

<p>Social Studies</p> <p>Recognizes that family structures and cultures are unique and should be respected</p> <p>Develops an understanding of the community</p> <p>Talks about different jobs and roles in the family and community</p> <p><i>Social Studies Concepts</i> <i>Money</i> <i>Similarities/ Differences</i> <i>Time/place</i> <i>Citizenship</i></p> <p>Begins to understand ideas related to social studies such as; past, present, future, locating familiar places, citizenship</p>	<p>Demonstrates sensitivity to a variety of traditions practiced by each family and culture</p> <p>Identifies community resources that could be shared with others</p> <p>Identifies job responsibilities for a variety of classroom and community roles</p>	<p>Creates inclusive practices in regards to holidays, celebrations etc.</p> <p>Utilizes community resources to expand learning opportunities</p> <p>Plans experiences and activities that allow children to explore their own strengths and interests</p> <p>Plans activities that builds concepts that are meaningful to the individual child</p>	<p>Ensures that cultural experiences are integrated throughout the curriculum and invites families to share about their interests</p> <p>Helps children recognize themselves as a valuable part of the community</p> <p>Acknowledges and discusses different family members strengths and interests as they relate to roles and traditions in various cultures</p> <p>Integrates concepts throughout all learning areas</p>	<p>Advocates and educates community members and leaders about family needs and concerns</p> <p>Evaluates community issues that impact the early childhood field and advocate for quality programming</p> <p>Utilizes the strengths, interests and availability of members in the community to work cooperatively to enhance daily programming</p> <p>Evaluates the curriculum to ensure it is applicable to the age group and interests</p>
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OKLAHOMA EARLY LEARNING GUIDELINES CORE COMPETENCIES
7/24/07

INTERACTIONS WITH CHILDREN

Early childhood practitioners demonstrate the ability to maintain authentic relationships with children, colleagues, families, and community that are caring, connected and attached. Early childhood practitioners understand that interactions have a profound influence on the children's experiences and are mindful of the importance of body language, facial expressions, tone of voice and the use of adaptive communication techniques.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Includes knowledge and skills expected of a professional new to the early care and education field, with minimal specialized training</p>	<p>Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education</p>	<p>Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development</p>	<p>Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development</p>	<p>Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development</p>
<p>Guidance Engages in activities that promote children's physical and emotional well-being and follows program regulations for guiding children's behavior</p>	<p>Models and implements positive guidance strategies, techniques, and behaviors to help children act responsibly</p>	<p>Anticipates children's responses to their environment and other people; and plans the physical, curricular, and temporal environment accordingly</p>	<p>Ensures a supportive learning environment and articulates the connection of guidance practices to theories of child development</p>	<p>Advocates for guidance strategies that reflect the professional understanding and belief that children need healthy, affirming support for developing their social-emotional well-being</p>
<p>Relationships / Communication Responds to the needs of children, families, and other staff in a calm, supportive, confidential, timely manner</p>	<p>Builds trusting relationships and realizes that positive communication with children, families, and others is the foundation for a supportive learning environment</p>	<p>Collaborates with families, staff, and others to ensure a supportive environment for each child</p>	<p>Ensures communication practices that build positive relationships among children, families, staff, and the community</p>	<p>Analyzes, evaluates, articulates, and applies current research and mentors others regarding relationships and communication</p>
<p>Respect Demonstrates respect for children and adults; recognizes the individual variances in others</p>	<p>Understands individual variances in children and adults and responds respectfully</p>	<p>Promotes a sense of community by enhancing cultural awareness, valuing cultural diversity, and appreciating individual variances</p>	<p>Intentionally provides an environment and activities that teach tolerance and respect for individual variances</p>	<p>Develops and implements policy based on research that supports individual variances among children, families, and other adults</p>
<p>Realistic Expectations Follows program policies for age-group and cultural</p>	<p>Follows principles of child development and demonstrates these principles in establishing</p>	<p>Exhibits awareness of each child's variances and responds with realistic expectations by</p>	<p>Assesses and designs a learning environment and curriculum that reflect realistic expectations for</p>	<p>Communicates current research regarding age-appropriate expectations for young children's</p>

expectations	expectations for children's behavior	planning the environment accordingly	each individual child	Learning environment and curriculum
<p>Supervision</p> <p>Follows the program requirements for safely supervising children.</p>	<p>Monitors the environment to ensure children's physical and emotional safety.</p>	<p>Implements strategies for appropriate supervision, modifying the learning environment to ensure the children's well-being</p>	<p>Informs and educates children, families, and others about appropriate supervision and ensures balance in program practices</p>	<p>Creates policy regarding supervisory practices that help children and staff make responsible decisions regarding their own well-being</p>

OKLAHOMA EARLY LEARNING GUIDELINES CORE COMPETENCIES

5/17/07

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Early childhood practitioners demonstrate knowledge of accepted business practices, legal and regulatory requirements and record keeping. Early Childhood practitioners engage in systemic, on-going evaluation of their programs for purposeful improvement. Input from staff, families and the community inform the evaluation process.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Supports implementation of planned daily activities in cooperation with staff members Recognizes valuable community resources that support the program Is aware of and supports the program philosophy and mission statement 	<ul style="list-style-type: none"> Plans daily activities in cooperation with staff members Utilizes and respects community resources that support the program Understands and follows the program philosophy and mission statement 	<ul style="list-style-type: none"> Ensures appropriate activities are planned and implemented in cooperation with staff members Provides information to families regarding program and community resources Communicates how classroom practices reflect and support program philosophy and mission 	<ul style="list-style-type: none"> Collaborates with and monitors staff to design, evaluate, and modify daily plans Initiates program collaborations regarding community resources for children and their families Ensures the program philosophy and mission statement are maintained through ongoing evaluation 	<ul style="list-style-type: none"> Synthesizes current research, theory, and practice and articulates implications for daily activities Advocates for strong community support for the program Articulates the relationship between the program philosophy, mission statement and current

	statement	theories		
<ul style="list-style-type: none"> • Is aware of and supports the program goals and standards 	<ul style="list-style-type: none"> • Follows classroom goals and program standards 	<ul style="list-style-type: none"> • Integrates classroom goals and objectives into daily practice 	<ul style="list-style-type: none"> • Plans and reviews classroom goals and practices to adapt program standards 	<ul style="list-style-type: none"> • Compares program standards to implement change based on current research
<ul style="list-style-type: none"> • Participates in program evaluation 	<ul style="list-style-type: none"> • Participates in and identifies the need for program evaluation 	<ul style="list-style-type: none"> • Utilizes a variety of methods to evaluate, and cooperates with team to improve program quality 	<ul style="list-style-type: none"> • Articulates multiple ways to evaluate program performance, and integrates evaluation results to enhance quality 	<ul style="list-style-type: none"> • Analyzes evaluation results and applies current research to quality improvement
<ul style="list-style-type: none"> • Is aware of and complies with classroom procedures 	<ul style="list-style-type: none"> • Follows expectations for program business and legal procedures 	<ul style="list-style-type: none"> • Understands the need to comply with program business and legal procedures 	<ul style="list-style-type: none"> • Consults with business and legal professionals regarding policies, and applies knowledge of program procedures involving all stakeholders 	<ul style="list-style-type: none"> • Examines business and legal complexities as they relate to program policies and procedures, and articulates ways to advocate for quality programming
<ul style="list-style-type: none"> • Is aware of regulatory and program quality standards 	<ul style="list-style-type: none"> • Follows expectations of appropriate national standards 	<ul style="list-style-type: none"> • Identify quality indicators and implement national standards 	<ul style="list-style-type: none"> • Initiates practices to ensure program compliance and effectively communicates national standards for quality to stakeholders 	<ul style="list-style-type: none"> • Participates in state and national groups to evaluate and develop regulations, policies, and quality standards

OKLAHOMA EARLY LEARNING GUIDELINES CORE COMPETENCIES

4/12/07

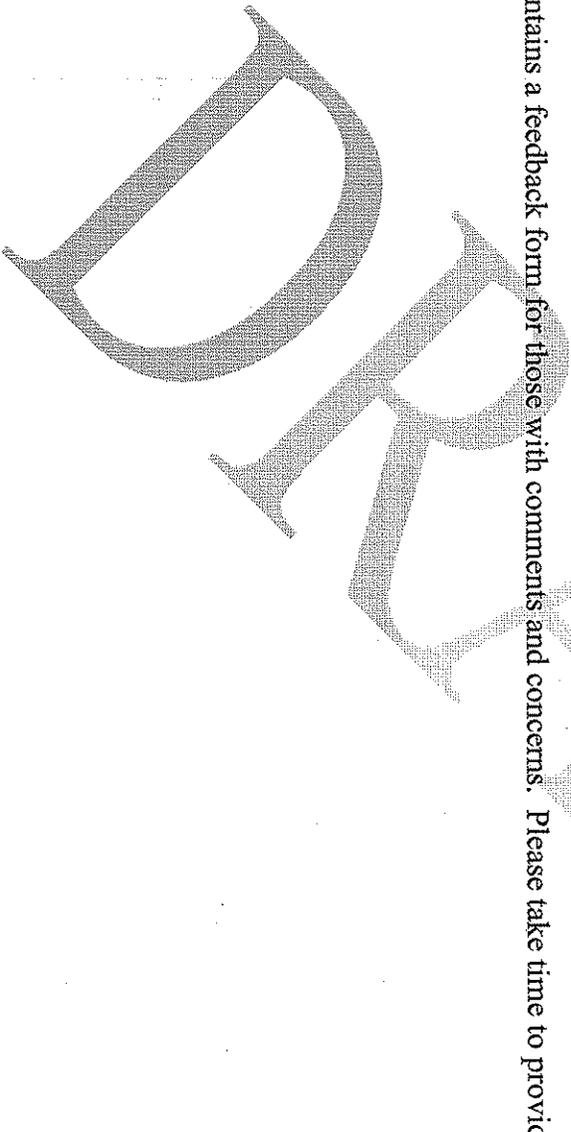
PROFESSIONALISM AND LEADERSHIP

Early childhood practitioners identify themselves as leaders and professionals in the field of early childhood. Professionalism is built upon individual integrity, responsibility, ethical practices and commitment to professional standards and an accepted body of knowledge. Leaders advocate for young children and their families and are involved in life long learning.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training. 	<ul style="list-style-type: none"> Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education. 	<ul style="list-style-type: none"> Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development. 	<ul style="list-style-type: none"> Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development. 	<ul style="list-style-type: none"> Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.
<ul style="list-style-type: none"> Recognizes professional work habits including confidentiality, respect for all people, dependability, time management, independence, and teamwork Behaves ethically Participates in professional development and self evaluation and is receptive to changing practices Is aware of professional organizations and resources related to early care and education Shows respect for children and families 	<ul style="list-style-type: none"> Demonstrates professional work habits including confidentiality, respect for all people, dependability, time management, independence, and teamwork Knows and practices a professional code of ethics, such as NAEYC, for early care and education Creates and implements a plan for personal professional development Identifies and selects professional organizations with documentation of membership Understands and supports child and family interests 	<ul style="list-style-type: none"> Ensures professional work habits are consistently implemented Ensures consistent implementation of a professional code of ethics Evaluates and modifies professional growth plans Participates actively in professional organizations Exhibits knowledge of advocacy issues and participates in advocacy activities 	<ul style="list-style-type: none"> Assumes responsibility for establishing and maintaining a professional environment Uses a code of ethics for making professional decisions Integrates professional development plans with training and education opportunities Networks with colleagues to enhance professionalism and leadership in the field Advocates for high quality programs and services for children and families at local, state, and national 	<ul style="list-style-type: none"> Creates opportunities for training and education and designs policies that enhance professionalism Analyzes ethical dilemmas to determine appropriate course of action and integrates the ethical code into policies and practice Constructs and evaluates effectiveness of training and education Takes a leadership role in supporting professional development Uses research to develop and implement advocacy plans that support high quality programs

<ul style="list-style-type: none"> • Exhibits professionalism through attitude, actions, appearance, and good hygiene; and serves as an appropriate role model for children and adults • Demonstrates job satisfaction and genuine interest in young children and their families • Supports and complies with program policies, regulations, licensing standards, and laws 	<ul style="list-style-type: none"> • Understands the need for professionalism • Understands and models positive relationships with children, families and staff • Monitors and maintains program policies, regulations, licensing standards, and laws 	<ul style="list-style-type: none"> • Establishes standards for professionalism • Uses reflective practice to communicate and promote positive relationships with children, families, and staff • Ensures compliance with all program standards, i.e. quality rating systems, accreditation requirements, and performance standards 	<p>levels</p> <ul style="list-style-type: none"> • Maintains consistent adherence to standards of professionalism • Evaluates and ensures a professional work environment • Collaborates with other professionals to develop program policies and procedures 	<ul style="list-style-type: none"> • and services for children and families • Designs policies and procedures that advocate for professionalism • Uses research to analyze, articulate, and advocate for positive program environments • Articulates the connection between theory and practice
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The following page contains a feedback form for those with comments and concerns. Please take time to provide assistance.



Feedback Form
**Oklahoma Core Competencies for
Early childhood Practitioners**

A Task Force convened by the Oklahoma Department of Human Services Oklahoma Child Care Services developed the Oklahoma Core Competencies for Early Child Hood Practitioners. Task force members included representatives from the Oklahoma State Department of Education, Child Care Resource and Referral Association, Scholars for Excellence in Child Care, Career Technology, two and four year institutions of higher education, Oklahoma Head Start Association, and child care facilities. The competencies are designed to align with the Early Learning Guidelines and to promote early learning experiences that lead to children's success.

Please provide comments based on your experience with the competencies. Provide the corresponding page number for suggested language revisions and comments. Also note if the competencies are understandable and whether they are useful when planning coursework, designing training, creating job-descriptions and expectations, or self-assessing levels of skills working with children.

All comments will be reviewed by the Task Force. Revisions will be made to the competencies based on feedback and early education research. Thank you for your assistance.

Name (Optional): _____ Job Title: _____

Program: _____

- Child Care Center Child Care Home School Head Start Program Pre-Kindergarten Kindergarten
- Early Childhood Special Education Technology Center Two-Year instructor Four-Year instructor
- Early Care and Education trainer other describe)

1. Are the Competencies understandable? YES SOMEWHAT NO
Comments: _____

2. Are the Competencies useful? YES SOMEWHAT NO
Comments: _____

3. Are you able to use the Competencies in your early childhood position? Comments: _____
 YES SOMEWHAT NO

4. Are you able to use the Competencies to help you skill progress? Comments: _____
 YES SOMEWHAT NO

Please provide detailed comments. Feel free to attach extra pages if needed. Thanks for your assistance.

Page No.	Section or Competency Area	Specific Comment	Specific Suggested Change

What additional guidance or resources would be helpful for you to use these Core Competencies?

Feel free to copy and distribute this form and the Oklahoma Core Competencies for Early Childhood Practitioners to co-workers and colleagues for review. Please fax this form to: 405-522-2564, or

Mail to: Department of Human Services Child Care Services
 Lu Ann Faulkner
 P. O. Box 25352
 Oklahoma City, OK 73125, or
 Return by email to: LuAnn.Faulkner@okdhs.org