



NEBRASKA'S CORE COMPETENCIES



*for Early Childhood
Professionals*

Administration,
Program
Planning, and
Development

Child
Growth and
Development

Health, Safety,
and Nutrition

Professionalism
and Leadership

Learning
Environments

Partnerships
with Families
and
Communities

Planning
Learning
Experiences
and
Curriculum

Observation,
Documentation,
and Assessment

Relationships
and Social-
Emotional
Guidance

In 2006, several dedicated early childhood professionals began work on the creation of the *Nebraska Core Competencies for Early Childhood Professionals*. Representatives from across Nebraska worked together. Family and center child care providers, Early Head Start and Head Start representatives, state agency representatives, professionals from related organizations, and early childhood professional development staff and faculty from colleges and universities participated.

We worked as a team through the various stages of defining expectations, creating a framework and incorporating recommendations to meet “best practices” for the education and care of young children. After the input from various focus groups, the document became public in July of 2007.

The current revision process began in late 2016. The Nebraska Department of Education (NDE), received support from two national organizations: BUILD Initiative and Center for Enhancing Early Learning Outcomes (CEELO). There was a special focus on equity and meeting the needs of every learner. A team met regularly to go over every area of the existing document and revise as needed.

Content in the final document was cross-walked with:

- National Association for the Education of Young Children (NAEYC)
- Zero to Three: Critical Competencies for Infant-Toddler Educators
- Head Start Program Performance Standards
- CDA Competency Goals and Functional Areas
- Department of Health and Human Services – Family Child Care Home I; Family Childcare Home II; Regulations governing licensure of Child Care Centers
- Division for Early Childhood - DEC Recommended Practices
- Child Development Association Competency Standards
- Council of Chief State School Officers: Model Core Teaching Standards

We hope you find this document useful as you strive to meet the individual needs of all children. Your journey affects the future of our state. Our most precious resource is in your hands.

Respectfully,



Matthew L. Blomstedt, Ph.D.
Nebraska Commissioner of Education



Melody Hobson
Administrator Office of Early Childhood
Nebraska Department of Education

Website: <http://www.education.ne.gov/oec/>

Core Team: Linda Bray, Catie Limbach, Katie Miller, Kim Texel

Nebraska Department of Education – Office of Early Childhood Education

TABLE OF CONTENTS

Nebraska’s Core Competencies for Early Childhood Professionals	5
Purpose of Core Competencies	6
Benefits of Using Core Competencies	7
Using Bloom’s Taxonomy to Guide and Assess Skills and Knowledge	8
Domain Table Key	9
Nine Areas of Core Competencies	11
A. Child Growth and Development Competencies	13
B. Health, Safety, and Nutrition Competencies	15
C. Learning Environments Competencies	19
D. Planning Learning Experiences and Curriculum Competencies	21
E. Competencies for Relationships and Social-Emotional Guidance	29
F. Observation, Documentation, and Assessment Competencies	33
G. Partnerships with Families and Communities Competencies	37
H. Professionalism and Leadership Competencies	41
I. Administration, Program Planning, and Development Competencies	45
Glossary of Terms	47
Appendix A	
Nebraska Professional Development Plan for Early Childhood Professionals	49
Core Competencies Self-Assessment Summary Worksheet	50
Appendix B	
Core Competencies Leadership Team	57
Core Competencies Review and Revision Team	59
Appendix C	
Domain Areas At A Glance	61
Resources	63

NEBRASKA'S CORE COMPETENCIES FOR EARLY CHILDHOOD PROFESSIONALS

Core Competencies are what all adults who work with children need to know, understand, and be able to do. With these competencies, adults can support children's development and school readiness in any setting or capacity.

VISION FOR NEBRASKA'S CORE COMPETENCIES

Adults who work with children are well prepared and knowledgeable and have the tools they need to advance children's learning and development.

EARLY CHILDHOOD EDUCATION BELIEFS

Core belief statements embedded in Nebraska's Core Competencies need to be understood and accepted by anyone who works in early childhood care and education. This includes:

- All children require supportive and nurturing environments to grow and develop to their fullest potential.
- Educators recognize the family as the child's first teacher. They support partnerships with families as a whole.
- Cultural diversity influences all areas of practice in early care and education.
- All children should be served in natural environments with the support needed to advance their development and education.

NEBRASKA CORE COMPETENCIES BELIEFS

- Represent what everyone needs to know to work with children ages Birth to Five years old
- Apply to all adults working in early childhood settings and programs
- Respect and value all roles in the early childhood care and education system
- Reflect practices that work with each child's developmental level and individual differences
- Are practical, usable, reasonable, and achievable
- Emphasize the importance of family partnerships

DUAL LANGUAGE LEARNERS

All children under the age of six are at some stage of developing language. Some may be learning multiple languages at the same time. In K-12 education, dual language is used to refer to a form of education in which students are taught literacy and content in two languages. In early childhood, dual language learners are learning a second language while continuing to develop their first or home language. Therefore, the term "dual language" is used throughout this document.

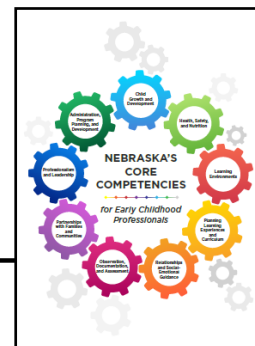
PURPOSE OF CORE COMPETENCIES:

- Define what adults working with children ages birth to five need to know and be able to do to provide quality care and education
- Serve as part of the foundation for Nebraska's professional development system
- Define the levels of competencies of the professional development system for adults working with children ages birth to five
- Allow professionals to evaluate progress from one level to the next through a combination of training, education, and self-assessment

RELATIONSHIP BETWEEN EARLY LEARNING GUIDELINES: NEBRASKA'S BIRTH TO FIVE LEARNING AND DEVELOPMENT STANDARDS AND CORE COMPETENCIES:



Nebraska Early Learning Guidelines
are what children should know, understand, and be able to do.



Nebraska's Core Competencies
are what adults who work with children should know, understand, and be able to do to support children in reaching desired outcomes.

Audiences	Possible Uses and Benefits
Early Childhood Educators	<ul style="list-style-type: none"> • Evaluate their own current level of knowledge • Identify areas of training/educational needs • Determine training/professional development to meet those needs
Program Directors/Administrators	<ul style="list-style-type: none"> • Use as a resource to determine levels of training/education needed for individual jobs • Develop more complete job descriptions based upon the competencies defined for the early childhood field • Help staff create professional development plans • Plan educational or training opportunities that best serve the needs of the educators in the program • Develop a salary scale based upon levels of competency • Appraise job performance of staff
Higher Education	<ul style="list-style-type: none"> • Design courses to ensure that students are able to demonstrate mastery of the competencies • Coordinate content to facilitate transfer and articulation of college course work
Trainers	<ul style="list-style-type: none"> • Understand the knowledge and skills necessary for early childhood professionals • Plan educational or training opportunities that best serve the needs of early childhood professionals throughout the state • Evaluate audiences to determine levels of knowledge and skills • Build evaluation components into training to demonstrate competencies
Career Advisors	<ul style="list-style-type: none"> • Assist advisees to develop professional goals and objectives based on needed competencies • Locate and select courses or trainings that reflect the skills and knowledge needed
Families	<ul style="list-style-type: none"> • Select programs with educators who demonstrate core competencies • Communicate with elected officials about the importance of high-quality early childhood care and education
Federal, State and Local Agencies	<ul style="list-style-type: none"> • Develop and implement policies that enhance professionalism and high-quality programs • Understand the knowledge and skills necessary for Early Childhood educators • Support educators through funding to sustain and enhance early childhood programs
Nebraska Professional Development System/Workforce Commission	<ul style="list-style-type: none"> • Acknowledge professional growth • Provide access to competency-based training/education • Encourage compensation that is commensurate with training/education

HOW TO USE THE CORE COMPETENCY LEVELS TO GUIDE AND ASSESS SKILLS AND KNOWLEDGE

We adapted Bloom’s Taxonomy- Revised to guide the revision of the Nebraska Core Competencies from six levels to four levels. The adapted continuum builds upon the knowledge and skills that early childhood educators should use while working with young children, families, communities and other professionals. The four cumulative levels advance in difficulty with levels that build upon each other. There is an expectation that a person working at any level should have the skills of the previous levels in that specific area.

Early childhood educators across the state of Nebraska must have a variety of skills and knowledge (competencies) to provide high quality care and education. The four revised levels based of Bloom’s Taxonomy range from basic to more complex. Keep in mind the following points:

- These levels are not to be associated with the progression along the career pathway.
- This information can be used for building professional learning experiences that assist individuals in progressing in their ability to make decisions about their practice.
- This framework provides a roadmap for professional learning design. It does not equate to any specific credential, license, or certification.

Level	Definition
Level 1: Knowledge and Understanding	<ul style="list-style-type: none"> • Can name, recognize, and recall relevant information from long-term memory • Can understand its content and construct meaning
Level 2: Applying	<ul style="list-style-type: none"> • Can apply content knowledge and information while working with children in various settings • Can carry out or use a procedure through executing or implementing
Level 3: Analyzing and Emergent Evaluating	<ul style="list-style-type: none"> • Can break material into component parts to understand and determine how they relate to one another and to an overall structure or purpose • Begins to compare, contrast, and experiment by differentiating, organizing, and identifying attributes
Level 4: Evaluating and Creating	<ul style="list-style-type: none"> • Can critically reflect on knowledge and application, and bring together knowledge in new combinations. Thinks creatively about the knowledge to solve new problems. Works to ensure policies and practices are aligned with research-based best practices. • Can make judgments about the merit of ideas, materials and methods by applying accepted standards and criteria. If necessary, can expand upon them. • Can think creatively. Can combine concepts and/or components to develop original ideas and new ways of looking at, and understanding elements.

DOMAIN TABLE KEY

Levels indicate a building continuum of educator expertise

The domains are divided into skill areas for ease of understanding and goal setting

PLANNING AND CURRICULUM—PL

		Level 1	Level 2	Level 3	Level 4				
A	Planning Curriculum Development	<ul style="list-style-type: none"> □ Implements math activities that connect new learning to past experiences □ Understands the need for curriculum that promotes mathematical thinking skills in children 	<ul style="list-style-type: none"> □ Plans and implements indoor and outdoor play experiences that promote mathematical thinking □ Plans developmentally appropriate learning opportunities to support mathematical development in response to children's interests □ Implements mathematical learning opportunities using materials, concepts, and languages of multiple cultures 	<ul style="list-style-type: none"> □ Creates and reinforces mathematical activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the needs of each child 					
		B	Learning Environment	<ul style="list-style-type: none"> □ Provides a variety of counting materials, puzzles, and books that encourage mathematical thinking 	<ul style="list-style-type: none"> □ Provides blocks of various shapes and sizes to encourage children to make associations and comparisons □ Provide classroom displays that connect numerals with object quantities (e.g., 3 birds with the numeral 3) □ Promotes and supports mathematical thinking skills in the home and in the classroom 	<ul style="list-style-type: none"> □ Participates in the selection of a variety of appropriate materials so each child can explore properties related to mathematical concepts such as space, time, shape, and quantity in meaningful ways □ Supports and reinforces various opportunities and materials which build an understanding of numbers, number names, and their relationship to quantities and symbols 			
				C	Implementation	<ul style="list-style-type: none"> □ Practices mathematical activities with children so they build upon previous learning to develop and refine thinking □ Expands on children's interests to encourage math exploration □ Encourages children to predict what comes next in patterning, ordering, and sequencing of events 	<ul style="list-style-type: none"> □ Provides a variety of experiences within the daily routine for sorting, counting, extending patterns, and categorizing by shape, size, and color □ Engages in serve and return conversation with children and asks questions that stimulate mathematical thinking □ Actively establishes and implements time for children to construct their own mathematical understanding 	<ul style="list-style-type: none"> □ Incorporates mathematical language, as appropriate for all ages, including infants and toddlers, in daily experiences. (e.g., words related to quantity, comparison, space, time, etc.) □ Asks relevant open-ended questions that stimulate mathematical thinking 	<ul style="list-style-type: none"> □ Analyzes interests and plans for activities that support mathematical thinking such as: counting, sorting, matching, comparing, charting, moving in space, and measuring using standard and non-standard units of measurement
						D	Observation and Assessment	<ul style="list-style-type: none"> □ Observes and documents children's engagement with mathematical concepts and skills in play based experiences 	<ul style="list-style-type: none"> □ Uses a variety of on-going child assessments to adapt and modify mathematical thinking activities to meet the needs of each child

Letters coordinate with level numbers to indicate specific competencies. (e.g., Math Implementation skills: Planning Curriculum: Math: C2)

Each competency describes a skill that an educator should possess or work toward to support high quality early childhood education

USING THE CORE COMPETENCIES FOR SELF-ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLANNING

PLANNING LEARNING EXPERIENCES AND CURRICULUM—MATH					
		Level 1	Level 2	Level 3	Level 4
A	Planning Curriculum Development	<input checked="" type="checkbox"/> Implements math activities that connect new learning to past experiences <input checked="" type="checkbox"/> Understands the need for curriculum that promotes mathematical thinking skills in children	<input type="checkbox"/> Plans and implements indoor and outdoor play experiences that promote mathematical thinking <input checked="" type="checkbox"/> Plans developmentally appropriate learning opportunities to support mathematical development in response to children's interests <input checked="" type="checkbox"/> Implements mathematical learning opportunities using materials, concepts, and languages of multiple cultures	<input type="checkbox"/> Creates and reinforces mathematical activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the needs of each child	

As shown above, the individual has mastered the competencies shown checked off, but would like to improve their skills in the competency “Plans and implements indoor and outdoor play experiences that promote mathematical thinking” and “creates and reinforces mathematical activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the needs of each child.” Below is an example of a Core Competencies Self-Assessment (Appendix A) and how the individual would fill it out. Their next steps after that would be seeking out professional development to meet these goals.

Math	
My current strengths in this core knowledge area are:	-Implementing activities that connect new learning to past experiences -Planning math activities to match children's interests
Areas where I would like to improve my knowledge and skills are:	A.2 Planning indoor and outdoor play experiences to promote mathematical thinking A.3 Creating math activities that encourage curiosity, exploration, and problem solving
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating)

DOMAIN AREAS OF CORE COMPETENCIES

Nebraska's Core Competencies are divided into nine areas of knowledge and skill. The areas identify the knowledge needed for early childhood educators to work with young children, families, community resources, and other professionals. Early childhood educators should have knowledge of each area and an understanding of how the areas intertwine.

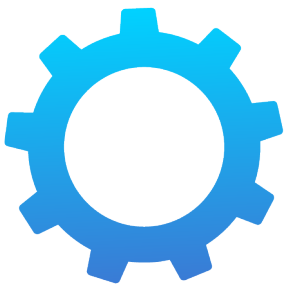
The nine domain areas are:

1. Child Growth and Development
2. Health, Safety and Nutrition
3. Learning Environments
4. Planning, Learning Experiences, and Curriculum
5. Relationships and Social-Emotional Guidance
6. Observation, Documentation, and Assessment
7. Partnerships with Families and Communities
8. Professionalism and Leadership
9. Administration, Program Planning, and Development

The order of the core competencies in this booklet reflects that early care and education professionals focus on children's growth and development, health, safety and nutrition needs, and their learning environments and experiences. The competencies address the need to observe, document, and assess children's progress. They focus on the need to work closely with families and the community. Finally the booklet reflects the need to develop as professionals in order to operate high quality programs. All competency areas are critical to providing high quality care to young children.

The core competencies help professionals serve children and families from many racial, ethnic, linguistic, and socio-economic backgrounds. The core competencies help educators serve all children and families, including children with special needs, in early childhood care and education settings.





CHILD GROWTH AND DEVELOPMENT COMPETENCIES

Early childhood educators understand how children develop physically, cognitively, and socially and emotionally. Many factors impact this development including the environment, past experiences, and genetic factors. While development takes place through predictable stages, each child will progress at his/her own pace. Learning experiences are based on the needs, development, and interests of each child*. The most effective learning experiences challenge the child as the educator provides support through scaffolding. Along with supportive learning experiences, a strong relationship between adults and young children is key to promoting learning.

*The use of the phrase “each child” within this document is intended to encompass children at all levels of development, including those with special needs and high ability learners.

The *Early Learning Guidelines* (ELGs) describe skills adults need to support child development. Each code (e.g. LL.01) describes where to find the skill in the ELG document.

ELG Examples:

- Engages children in social games and back and forth communicating (LL.01)
- Talks with children about everyday events as they occur in nature (S.01)
- Provides ample amount of time throughout the day for child-initiated activities (AL.01)
- Has conversations devoted to topics that are interesting to children and offers challenging, relevant problems to solve (AL.02)

Four levels are described in the tables, with each level building on the previous one. Level 1 includes basic knowledge and understanding. Level 2 describes the application of knowledge. Level 3 includes analyzing and emergent evaluation of the program/child progress. Level 4 adds evaluating the program activities and progress as well as creating new programing, curriculum, or other materials.

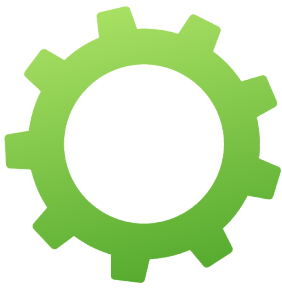
Within the accompanying section/tables you will find the following segments focused around the topic of Child Growth and Development (CGD):

- CGD A – Families
- CGD B – Evidence Based Practices
- CGD C – Expectations and General Developmental Knowledge
- CGD D – Curriculum and Theory
- CGD E – Inclusion and Special Needs



CHILD GROWTH AND DEVELOPMENT

		Level 1	Level 2	Level 3	Level 4
A	Families	<ul style="list-style-type: none"> <input type="checkbox"/> Helps all families to understand information about the general principles of child growth and development, including information on early brain development 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes, promotes and encourages individual, family, cultural, and community influences on the development of children 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and discusses concerns with families that a child may have a special need and a possible referral is necessary 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes cooperative and respectful relationships to provide strategies and activities which promote the family's ability in supporting the child's cognitive, social, emotional, language, literacy and physical development
B	Evidence-Based Practices		<ul style="list-style-type: none"> <input type="checkbox"/> Applies understanding of educational research to positively influence child development 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies researched strategies related to causes and effects of stress and trauma on children and families to improve outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Accesses, analyzes and evaluates current theory and research on policies pertaining to child growth and development
C	Expectations and General Developmental Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies and understands age-typical and atypical growth and development and milestones <input type="checkbox"/> Understands the development and the importance of supportive relationships with adults and peers 	<ul style="list-style-type: none"> <input type="checkbox"/> Explains appropriate experiences and activities to include in the curriculum <input type="checkbox"/> Promotes the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation <input type="checkbox"/> Is able to explain the developmental consequences of stress and trauma related to loss, neglect or abuse 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates current educational research to positively influence child development 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs and ensures implementation of a variety of activities that foster the development of the whole child
D	Curriculum and Theory	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes that children learn and develop through play and meaningful experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands cognitive development occurs through trial and error, exploration, experimentation, and creativity <input type="checkbox"/> Applies knowledge of children's development to adapt curriculum and learning experiences to meet the needs of each child 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and implements a developmentally appropriate scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs environments and experiences support and show respect for diversity regarding culture, language, family structures and abilities
E	Inclusion and Special Needs		<ul style="list-style-type: none"> <input type="checkbox"/> Applies teaching practices inclusive of children with variations in learning styles, abilities, and special needs (e.g., modifying activities and individualizing experiences) 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages in work that reflects advanced knowledge of inclusive philosophy and practices and recognizes the range of development in young children (e.g., develops IFSP/IEP recommendations) 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies risk factors and developmental delays that may indicate a need for special services and makes referrals to the Early Development Network, school districts or other agencies responsible for implementing the Individual with Disabilities Education Act



HEALTH, SAFETY, AND NUTRITION COMPETENCIES

Early childhood educators establish and maintain an environment that ensures children’s healthy development, safety, and proper nutrition. Relevant laws and regulations must be followed to guide each early childhood program. Personal hygiene, healthy eating, and keeping bodies active should be a priority. Guiding each child to take care of his/her own needs will promote independence. Educators must look at each child’s individual health, growth, and developmental needs. Other considerations include families’ cultural traditions, special needs, and physical or health conditions. Early childhood educators should understand that children’s safety, physical health, and mental health are the foundations for development and learning.

The *Early Learning Guidelines* (ELGs) describe skills adults need to support children’s health and physical development.

Each code (e.g. HP.01) describes where to find the skill in the ELG document.

ELG Examples:

- Coaches each child to improve independence in daily activities (e.g., dressing, toileting, buttoning, zipping) (HP.01)
- Teaches and encourages new skills (e.g., dance moves, bounce and kick ball activities, tumbling) (HP.02)
- Encourages children to establish healthy eating habits (HP.04)
- Promotes independence and self-help skills (SE.01)

Four levels are described in the tables, with each level building on the previous one. Level 1 includes basic knowledge and understanding. Level 2 describes the application of knowledge. Level 3 includes analyzing and emergent evaluation of the program/child progress. Level 4 adds evaluating the program activities and progress as well as creating new programming, curriculum, or other materials.

Within the accompanying section/tables you will find the following segments focused around the topic of Health, Safety, and Nutrition (HSN):

HSN A – Nutrition

HSN B – Collaboration, Resources, and Families

HSN C – Teaching and Curriculum

HSN D – Environment and Equipment

HSN E – Physical Safety

HSN F – Policy and Procedures

HSN G1 – Licensing Standards, Research, and Public Knowledge – General

HSN G2 – Licensing Standards, Research, and Public Knowledge – Emergencies

HSN G3 – Licensing Standards, Research, and Public Knowledge – Abuse

HSN G4 – Licensing Standards, Research, and Public Knowledge – Transportation



HEALTH, SAFETY, AND NUTRITION

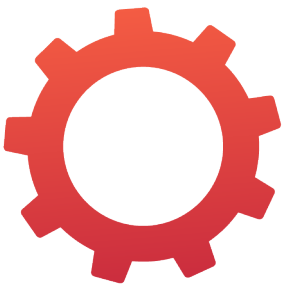
		Level 1	Level 2	Level 3	Level 4
A	Nutrition	<ul style="list-style-type: none"> <input type="checkbox"/> Accommodates food choices based upon childrens' allergies, health issues and/or family dietary preferences as appropriate <input type="checkbox"/> Supports family choice regarding breastfeeding or use of formula <input type="checkbox"/> Follows USDA Guidelines for storing and preparing breast milk and/or formula <input type="checkbox"/> Follows USDA Guidelines for storing and preparing breast milk and/or formula <input type="checkbox"/> Ensures food is never withheld or threatened to be withheld as a form of discipline <input type="checkbox"/> Ensures children have access to safe drinking water throughout the day, both indoors and outdoors 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides accommodations for mothers who choose to breastfeed during normal business hours <input type="checkbox"/> Utilizes USDA guidelines to select appropriate foods for children <input type="checkbox"/> Encourages healthy eating practices by involving children in meal planning and/or preparation <input type="checkbox"/> Models healthy eating through family style dining, encouraging new foods, and encouraging children's self-regulation and listening to bodily cues 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures meals and snacks conform to USDA Guidelines according to individual developmental readiness and feeding skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and evaluates menus which encourage healthy food choices, address nutritional needs, and take into consideration children's food allergies
B	Collaboration, Resources and Families	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly uses safety procedures and shares resources with families <input type="checkbox"/> Has basic knowledge of protective and risk factors associated with children's health 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists families in locating community resources to provide medical, dental, and nutritional services for their children when necessary 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with professionals in the community to ensure that health needs of all enrolled children are met <input type="checkbox"/> Recognizes and discusses with families cultural health practices and implements these practices when appropriate <input type="checkbox"/> Uses a strengths-based perspective in working collaboratively with families 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with an identified health care professional to ensure that the health needs of the children in the program are met <input type="checkbox"/> Designs an individualized care plan in collaboration with family/child's health care provider for individual children with special health care, nutrition needs, or food allergies
C	Teaching and Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches and supports children in effective use of hand washing, diapering, and toileting procedures <input type="checkbox"/> Models and practices personal health and safety procedures with children <input type="checkbox"/> Ensures that family style meals focus on a variety of language, social, and developmental skills <input type="checkbox"/> Provides and supports appropriate oral hygiene based on developmental needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches children about nutrition by planning and implementing appropriate activities and cooking experiences <input type="checkbox"/> Plans learning experiences, including field trips, with safety precautions in mind <input type="checkbox"/> Integrates foods from diverse cultures represented in the population served 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs and implements curriculum activities emphasizing healthy bodies, lifestyles, and environments for children and families <input type="checkbox"/> Creates safe sleep policies consistent with requirements of child care licensing 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops and implements curriculum to teach children how their bodies work and how to keep them healthy (e.g., healthy food gives us energy to play and helps us to grow; naps give us energy to play; food goes in our tummies, etc.)

HEALTH, SAFETY, AND NUTRITION

		Level 1	Level 2	Level 3	Level 4
D	Environment and Equipment	<ul style="list-style-type: none"> <input type="checkbox"/> Provides safe toys, materials, and equipment appropriate for the developmental stage of each child <input type="checkbox"/> Keeps environment free of health and safety hazards with clear pathways to move from one area to another <input type="checkbox"/> Ensures a healthy environment for all children, including those who have environmental allergies, by routinely cleaning and sanitizing all surfaces and toys <input type="checkbox"/> Ensures that appropriate safety restraints for transporting children are used <input type="checkbox"/> Provides an outdoor play area that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and implements a consistent daily routine for rest, sleep, and active physical play as developmentally appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts indoor and outdoor environments that are accessible across all domains of learning to maximize their use by all children <input type="checkbox"/> Works with families and staff to determine use of adaptive equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs indoor and outdoor environments to allow supervision of children by sight and sound at all times without relying on artificial monitoring devices
E	Physical Safety	<ul style="list-style-type: none"> <input type="checkbox"/> Actively supervises children to ensure safety both indoors and outdoors <input type="checkbox"/> Follows appropriate safety procedures including prompt and appropriate response while ensuring care of other children <input type="checkbox"/> Maintains certification in basic pediatric first aid and CPR <input type="checkbox"/> Ensures that children are released only to an authorized adult <input type="checkbox"/> Regularly assesses environments inside and outside for safety and sanitation and ensures any problems are resolved <input type="checkbox"/> Follows safe sleep guidelines determined by DHHS and NDE Safe With You training 	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses children's health status through daily observations and documents symptoms when necessary <input type="checkbox"/> Ensures that children who are allergic to a type of animal are not exposed to that animal and that only animals that do not pose a health or safety risk are allowed on the premises of the facility <input type="checkbox"/> Provides children of all ages with daily opportunities for outdoor play when conditions do not pose a health risk 		
F	Policy and Procedures	<ul style="list-style-type: none"> <input type="checkbox"/> Follows all state and/or Federal rules and regulations pertaining to the specific type of early education program <input type="checkbox"/> Follows staff-child ratio requirements in state and/or Federal rules and regulations <input type="checkbox"/> Follows policies for informing families of current health concerns in the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides for special needs of children in care including disabilities, allergies, and medical needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates and revises policies and procedures to keep health, safety, and nutrition practices updated 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and evaluates program health policies and procedures through use of health checklists (such as the Douglas County Health Department: PEP Manual)

HEALTH, SAFETY, AND NUTRITION

		Level 1	Level 2	Level 3	Level 4
G1	Licensing Standards, Research, and Public Knowledge — General	<ul style="list-style-type: none"> <input type="checkbox"/> Practices effective hand washing, toileting and diapering, safe food handling, and safe sleep procedures to reduce the spread of disease and the possibility of injury to children <input type="checkbox"/> Follows instructions for proper giving of and applying of medication to children <input type="checkbox"/> Practices universal precautions to minimize and control the spread of disease through bodily fluids 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with families to maintain accurate immunization and health records according to state and federal guidelines 	<ul style="list-style-type: none"> <input type="checkbox"/> Supervises and ensures that all program employees follow state and Federal rules and regulations <input type="checkbox"/> Obtains Consumer Product Safety Commission product recall notices and makes notices accessible to families and staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs, documents and informs others of emergency, illness, injury and sanitation procedures
G2	Licensing Standards, Research, and Public Knowledge — Emergencies	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains an accessible current list of emergency phone numbers both indoors and outdoors for contacting families and emergency services <input type="checkbox"/> Informs staff and families of emergency procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> Posts, regularly practices, follows and documents emergency and safety evacuation procedures such as fire, natural disaster, and tornado drills 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops policies and prepares staff for emergencies such as terror threats, natural disasters, intruders, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs emergency procedures plans, trains staff, and supervises the implementation of those procedures to maximize safety
G3	Licensing Standards, Research, and Public Knowledge—Abuse	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies, documents, and reports suspected abuse or neglect of children in an immediate and appropriate manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Explains reporting procedures as needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports and assists staff in their efforts to document and report abuse of children in an immediate and appropriate manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes procedures for documentation and reporting of suspected abuse or neglect in compliance with state laws
G4	Licensing Standards, Research, and Public Knowledge — Transportation	<ul style="list-style-type: none"> <input type="checkbox"/> Follows all federal and state transportation regulations for transporting children 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates federal, state, and local requirements to meet young children’s health, nutritional, and physical development needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes vehicle maintenance record to ensure safe operation of vehicle and ensures staff carries out pre-trip inspections prior to use 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes program policies regarding child transportation and ensures transportation training for staff



LEARNING ENVIRONMENTS COMPETENCIES

Early childhood educators plan an environment that provides learning experiences to meet each child's needs, capabilities, and interests. Both indoor and outdoor environments must be considered. Important environmental elements include organization, inviting atmosphere, and accessibility. One notable part of the inviting atmosphere is how it is set up to welcome dual language learners and their families and children with special needs. Daily routines and a consistent schedule will provide support and structure for all children. Appropriate materials, activities, and experiences will guide each child's development. A high quality environment will have a positive impact on all areas of growth.

The *Early Learning Guidelines* (ELGs) describe skills adults need to adjust the learning environment to support children's learning.

Each code (e.g. AL.01) describes where to find the skill in the ELG document.

ELG Examples:

- Asks questions and helps children find answers through active, hands-on exploration (AL.01)
- Explores the outside world and engages in learning experiences along with children (AL.01)
- Arranges environment to encourage exploration and problem solving, and limits saying "No" (AL.02)
- Plans daily developmentally and individually appropriate indoor and outdoor physical activities (HP.02)

Four levels are described in the tables, with each level building on the previous one. Level 1 includes basic knowledge and understanding. Level 2 describes the application of knowledge. Level 3 includes analyzing and emergent evaluation of the program/child progress. Level 4 adds evaluating the program activities and progress as well as creating new programming, curriculum, or other materials.

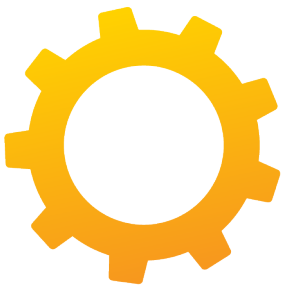
Within the accompanying section/tables you will find the following segments focused around the topic of Learning Environments (LE):

- LE A – Technology
- LE B – Materials
- LE C – Schedule and Routines
- LE D – Curriculum and Engagement
- LE E – Physical Environment



LEARNING ENVIRONMENTS

		Level 1	Level 2	Level 3	Level 4
A	Technology	<ul style="list-style-type: none"> <input type="checkbox"/> Actively supervises and limits children's exposure to screen time and passive learning according to the American Academy of Pediatrics guidelines 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages appropriate use of technology so each child can use it by him/herself, collaboratively with peers, with teaching staff or a parent 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates and monitors the appropriate use of technology 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures that technology is used effectively to assist the program in supporting each child's learning and development while providing assistive technology as needed
B	Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a variety of developmentally appropriate equipment and materials that are clean, safe, and free from hazards to support each child's choice <input type="checkbox"/> Implements activities that routinely use materials representing multiple cultures, ages, abilities, gender roles, and ethnic groups in non-stereotypical ways 	<ul style="list-style-type: none"> <input type="checkbox"/> Organizes materials in predictable ways, on the child's level, to allow for children's self-reliant exploration and so children know where to locate and return selections <input type="checkbox"/> Rotates materials on a regular basis to allow new experiences and opportunities for exploration and learning according to each child's developmental needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Displays recent work such as art and emergent writing in the classroom to help children and families reflect on and extend their learning 	
C	Schedule and Routines	<ul style="list-style-type: none"> <input type="checkbox"/> Implements schedules, routines, and transitions to offer choices and meet each child's developmental needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a balance of active and quiet play, child-directed and teacher-directed activities, individual and group activities, and indoor and outdoor play as guided by curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> Structures developmentally appropriate opportunities for children to work independently, with other children, and with adults on projects, learning opportunities and experiences that may extend over the course of several days 	
D	Curriculum and Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes a developmentally appropriate, play-based curriculum to help plan activities in a variety of learning spaces 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and implements a supportive learning environment to promote positive interactions between children and adults 	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts and modifies expectations and the learning environments to support the functional and developmental needs of each child based upon input from family and other team members <input type="checkbox"/> Involves all children in planning and creating a rich, stimulating environment that encourages interaction, exploration, and investigation 	<ul style="list-style-type: none"> <input type="checkbox"/> Mentors staff in designing, implementing, evaluating, and revising appropriate learning environments to meet the needs of each child
E	Physical Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Implements health and safety practices in the environment <input type="checkbox"/> Provides materials, supports, and services in a natural and inclusive environment to promote child's access to and participation in exploration and concept learning experiences through play 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements strategies with families or other adults to facilitate positive adult-child interactions and instruction utilizing the physical environment to promote child learning and development <input type="checkbox"/> Establishes play areas to encourage active play, initiative, creativity, responsibility, and self-sufficiency for all children (such as recommendations from NAEYC or UDL) 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with other professionals and families to plan, create, and sustain positive learning environments to meet the unique needs of each child and family 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies current research to create effective learning environments, both indoors and outdoors



PLANNING LEARNING EXPERIENCES AND CURRICULUM COMPETENCIES

Early childhood educators plan learning experiences that promote:

- Physical development
- Cognitive development
- Language and literacy skills
- Social and emotional development

Appropriate learning experiences are based on the age and development of children. A broad knowledge of appropriate curriculum will allow educators to fully support learning. This knowledge includes individualizing experiences to meet the needs of each child in the group. Learning activities should build upon a child's natural curiosity, interests, and motivation for learning. All areas of learning can be enhanced when executive functioning skills, including self-regulation, are incorporated in experiences. Helping children to make connections across domains with an integrated curriculum will promote deeper learning.

The *Early Learning Guidelines* (ELGs) describe skills adults need to plan learning experiences for young children.

Each code (e.g. M.01) describes where to find the skill in the ELG document.

ELG Examples:

- Integrates purposeful counting experiences throughout the day (M.01)
- Explicitly guides children's investigation while providing them sufficient time for exploration (S.01)
- Provides musical experiences in a variety of ways (e.g., singing, musical toys, recorded music) (CA.01)
- Builds on children's interests to introduce new vocabulary and ideas (LL.02)

Four levels are described in the tables, with each level building on the previous one. Level 1 includes basic knowledge and understanding. Level 2 describes the application of knowledge. Level 3 includes analyzing and emergent evaluation of the program/child progress. Level 4 adds evaluating the program activities and progress as well as creating new programming, curriculum, or other materials.

Within the accompanying section/tables you will find the following segments focused around the topic of Planning Learning Experiences and Curriculum (PLEC)*:

- PLEC A – Planning and Curriculum Development
- PLEC B – Learning Environment
- PLEC C – Implementation
- PLEC D – Observation and Assessment

*There are multiple tables describing multiple domains



PLANNING LEARNING EXPERIENCES AND CURRICULUM—CREATIVE ARTS

		Level 1	Level 2	Level 3	Level 4
A	Planning and Curriculum Development	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the need for a curriculum that promotes creative arts in young children <input type="checkbox"/> Ensures that children have opportunities to respond to the art of other children and adults <input type="checkbox"/> Provides varied opportunities for all children to express themselves creatively by freely moving to music 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans opportunities for children to use items found in nature to creatively express themselves <input type="checkbox"/> Encourages each child to use imagination and creativity as the foundation of critical thinking <input type="checkbox"/> Adapts, adjusts, and updates the learning experiences to advance children’s creative and expressive arts 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages each child in varied opportunities to learn new concepts and vocabulary related to art, music, drama, and dance 	<ul style="list-style-type: none"> <input type="checkbox"/> Advocates and encourages creative expression throughout the curriculum
B	Learning Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Provides time for spontaneous and/or extended creative play 	<ul style="list-style-type: none"> <input type="checkbox"/> Fosters a community that supports creative and expressive arts in the home and in the classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and utilizes the outside community as a resource for creative and aesthetic experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrates the use of accommodations and modifications to ensure each child has access to opportunities that allow for individual creative expression
C	Implementation	<ul style="list-style-type: none"> <input type="checkbox"/> Fosters appreciation for natural beauty 	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes cultural differences that influences children’s ways of expressing themselves creatively <input type="checkbox"/> Encourages individuality including unique expression of ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies strategies to support and involve families regarding the importance of individual creative expression 	<ul style="list-style-type: none"> <input type="checkbox"/> Models and facilitates creative expression through language, music, dramatic play, movement, and visual art, both indoors and outdoors
D	Observation and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Supports ongoing assessment of each child’s creative development 	<ul style="list-style-type: none"> <input type="checkbox"/> Guides and supports creative expression as part of the development of the whole child <input type="checkbox"/> Plans and implements ongoing assessment to support creativity of each child by adapting time, space, and materials as needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports and reinforces children’s creative expression through appropriate documentation and display of children’s work <input type="checkbox"/> Supports and reinforces children’s creativity through conversations about the children’s work while using open-ended questions and nonverbal signals (i.e., “tell me about..”) 	

PLANNING LEARNING EXPERIENCES AND CURRICULUM—HEALTH/PHYSICAL

		Level 1	Level 2	Level 3	Level 4
A	Planning and Curriculum Development	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of play <input type="checkbox"/> Fosters and supports children's natural tendency to move and be active throughout the day <input type="checkbox"/> Helps all families to understand the link between physical health and children's social, emotional and cognitive development and learning outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains outdoor activities on a daily basis (weather permitting) <input type="checkbox"/> Plans and implements scheduled activities indoors and outdoors while encouraging spontaneous activities that support the development of fine and gross motor skills <input type="checkbox"/> Plans and implements experiences that promote healthy living habits (i.e. nutrition, exercise, safety, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts and modifies activities for each child based upon needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitates mutual problem-solving with care providers, families and/or educators regarding strategies for addressing a child's unique health and/or physical development needs <input type="checkbox"/> Articulates the importance of design and adaptations of the curriculum to address children's health and physical development needs <input type="checkbox"/> Evaluates the suitability of curriculums and programs on health and physical development for use with a particular child or group of children
B	Learning Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Creates a classroom community that fosters children's health and physical development 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains a variety of equipment, activities, and learning opportunities to promote physical development of all children. <input type="checkbox"/> Creates opportunities and materials that encourage good health practices (i.e. rest, good nutrition, exercise, handwashing, and tooth brushing) 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports and reinforces learning environments to adapt to children with special needs 	
C	Implementation	<ul style="list-style-type: none"> <input type="checkbox"/> Provides time for active physical play both inside and outside on a daily basis <input type="checkbox"/> Engages children in sensory experiences <input type="checkbox"/> Provides instruction for basic health and safety rules 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides adequate time and appropriate materials for children to practice, explore, and expand their fine and gross motor skills and interests <input type="checkbox"/> Plans and implements health and safety practices during regular activities including meals and snacks <input type="checkbox"/> Provides opportunities for children to practice safety procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates opportunities for physical development across all curriculum areas <input type="checkbox"/> Plans and implements activities that are designed to challenge children's physical and motor development (e.g., tap on floor balance beam, low-raised balance beam, ball bouncing, throwing, catching, climbing) 	
D	Observation and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Observes and documents the development of individual children 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses ongoing assessment of children to adapt, adjust and update planned learning experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes observation and assessment processes 	

PLANNING LEARNING EXPERIENCES AND CURRICULUM—LANG/LIT

		Level 1	Level 2	Level 3	Level 4
A	Planning and Curriculum Development	<ul style="list-style-type: none"> <input type="checkbox"/> Provides formal and informal book reading experiences that encourage both listening and talking <input type="checkbox"/> Follows a language and literacy curriculum consistent with Nebraska Early Learning Guidelines, research, and best practices 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and implements experiences and play to enhance children’s conversations and emerging literacy skills <input type="checkbox"/> Establishes and maintains book reading experiences to support language/literacy goals for each child 	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts, adjusts, and updates learning experiences and daily routines to advance children’s language and literacy skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Advocates and articulates to others the need for developing a curriculum that promotes language and literacy <input type="checkbox"/> Evaluates language and literacy curriculums, programs, and materials based on current research and best practices
B	Learning Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Engages children in stories, songs, rhymes, and poems 	<ul style="list-style-type: none"> <input type="checkbox"/> Intentionally selects developmentally appropriate books for children both individually and in groups and ensures home languages are represented <input type="checkbox"/> Creates a community that fosters language and literacy skills in the home and classroom <input type="checkbox"/> Consistently uses and displays a variety of songs, books, and games which include people of diverse backgrounds and experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates technology to support language and literacy development according to the American Academy of Pediatrics Guidelines <input type="checkbox"/> Applies strategies to support a print rich environment with books and materials accessible throughout the learning environment 	
C	Implementation	<ul style="list-style-type: none"> <input type="checkbox"/> Supports opportunities for children to experience oral and written communication in a language their family uses or understands <input type="checkbox"/> Demonstrates appropriate language, communication, reading, and writing <input type="checkbox"/> Supports children’s understanding of the relationships between spoken and printed words 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for children to engage in serve and return conversations to enrich and expand children’s vocabulary <input type="checkbox"/> Provides opportunities and support to help children understand, acquire, and use verbal and non-verbal means of communicating thoughts and feelings <input type="checkbox"/> Provides access to varied materials and many opportunities to interact with them. Provides examples of functional writing which clarify the importance of writing in daily life 	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts and modifies interactions and activities to meet the language development needs of each child <input type="checkbox"/> Supports and reinforces multiple opportunities for families to talk with and read to children at home to increase children’s language development 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies understanding of phonological awareness, syllables, word families, phonemes, and letter sounds/ identification to support child-initiated efforts to write letters that represent sounds or words
D	Observation and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Observes, captures and documents children’s narratives 	<ul style="list-style-type: none"> <input type="checkbox"/> Documents and understands examples of children’s emerging language and/or literacy skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates on-going assessments of each child to adapt and modify language and literacy activities 	

PLANNING LEARNING EXPERIENCES AND CURRICULUM—MATH

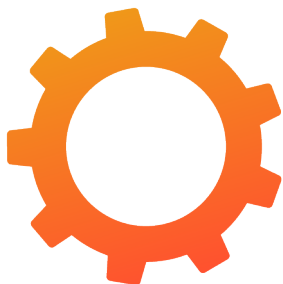
		Level 1	Level 2	Level 3	Level 4
A	Planning Curriculum Development	<ul style="list-style-type: none"> <input type="checkbox"/> Implements math activities that connect new learning to past experiences <input type="checkbox"/> Understands the need for curriculum that promotes mathematical thinking skills in children 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and implements indoor and outdoor play experiences that promote mathematical thinking <input type="checkbox"/> Plans developmentally appropriate learning opportunities to support mathematical development in response to children's interests <input type="checkbox"/> Implements mathematical learning opportunities using materials, concepts, and languages of multiple cultures 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates and reinforces mathematical activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the needs of each child 	
B	Learning Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a variety of counting materials, puzzles, and books that encourage mathematical thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides blocks of various shapes and sizes to encourage children to make associations and comparisons <input type="checkbox"/> Provide classroom displays that connect numerals with object quantities (e.g., 3 birds with the numeral 3) <input type="checkbox"/> Promotes and supports mathematical thinking skills in the home and in the classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in the selection of a variety of appropriate materials so each child can explore properties related to mathematical concepts such as space, time, shape, and quantity in meaningful ways <input type="checkbox"/> Supports and reinforces various opportunities and materials which build an understanding of numbers, number names, and their relationship to quantities and symbols 	
C	Implementation	<ul style="list-style-type: none"> <input type="checkbox"/> Practices mathematical activities with children so they build upon previous learning to develop and refine thinking <input type="checkbox"/> Expands on children's interests to encourage math exploration <input type="checkbox"/> Encourages children to predict what comes next in patterning, ordering, and sequencing of events 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a variety of experiences within the daily routine for sorting, counting, extending patterns, and categorizing by shape, size, and color <input type="checkbox"/> Engages in serve and return conversation with children and asks questions that stimulate mathematical thinking <input type="checkbox"/> Actively establishes and implements time for children to construct their own mathematical understanding 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates mathematical language, as appropriate for all ages, including infants and toddlers, in daily experiences. (e.g., words related to quantity, comparison, space, time, etc.) <input type="checkbox"/> Asks relevant open-ended questions that stimulate mathematical thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes interests and plans for activities that support mathematical thinking such as: counting, sorting, matching, comparing, charting, moving in space, and measuring using standard and non-standard units of measurement
D	Observation and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Observes and documents children's engagement with mathematical concepts and skills in play based experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of on-going child assessments to adapt and modify mathematical thinking activities to meet the needs of each child 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes assessment information to adapt, adjust and update the learning experiences to advance children's mathematical thinking skills 	

PLANNING LEARNING EXPERIENCES AND CURRICULUM—SCIENCE

		Level 1	Level 2	Level 3	Level 4
A	Planning and Curriculum Development	<ul style="list-style-type: none"> <input type="checkbox"/> Provides science activities that connect new learning to past experiences and expand learning <input type="checkbox"/> Implements scientific learning opportunities using materials, concepts, and languages of multiple culture 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and implements science activities based on children's interests <input type="checkbox"/> Provides scientific activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the needs of individual children 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with and communicates to others the need for curriculum that promotes scientific thinking skills 	
B	Learning Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a variety of appropriate materials to encourage scientific thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates living things such as plants, insects, and pets into the environment while following appropriate safety and health practices <input type="checkbox"/> Encourages and fosters scientific thinking in the home and in the classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently provides opportunities and materials for children to learn key content and principles of science (e.g., differences between living and non-living things, life cycles, earth and sky, and the structure and property of matter within the natural environment and their surroundings) 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates and monitors implementation of experiences within the daily routine that encourage scientific exploration
C	Implementation	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages children to observe and describe what they learn using their senses 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides children opportunities to participate in activities that support scientific thinking such as collecting, investigating, problem-solving, predicting, observing, exploring, and recording <input type="checkbox"/> Encourages children to discuss objects and events that have been observed through the collection of data and representation of findings (e.g. charts, graphs) <input type="checkbox"/> Implements science activities with children so they reflect and build on previous learning to develop and refine thinking skills <input type="checkbox"/> Models and supports enthusiasm for self- discovery and exploration of nature and nature education 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages children in the scientific inquiry process by making hypotheses and asking questions in response to children's interest; introduces and uses scientific vocabulary (e.g., process words such as predict, hypothesis, experiment, observe, test; content-related words such as liquid, solid, gas, friction, speed, hibernate, dormant, etc.) <input type="checkbox"/> Supports and reinforces the child's cognitive development by observing, interpreting and responding intentionally to the child's exploration, play, and social activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes the child's problem-solving skills by observing, critically reflecting, and scaffolding to support the child's growing level of autonomy and self- regulation
D	Observation and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Observes and documents children's scientific thinking through play based experiences as they explore their world 	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriately uses assessment information to adapt, adjust, and update learning experiences to advance children's scientific thinking skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes assessments of children for the purpose of modifying scientific activities to meet each child's needs 	

PLANNING LEARNING EXPERIENCES AND CURRICULUM—SOCIAL-EMOTIONAL

		Level 1	Level 2	Level 3	Level 4
A	Planning and Curriculum Development	<ul style="list-style-type: none"> <input type="checkbox"/> Implements a meaningful curriculum emphasizing social skills, relationships, and friendships 	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes children's social-emotional development by encouraging self-regulation and emotional expression <input type="checkbox"/> Applies strategies/knowledge that respect and incorporate family beliefs and customs when preparing learning activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes, evaluates and applies strategies to teach children social problem-solving skills <input type="checkbox"/> Develops and implements strategies that encourage children's social development in various roles such as leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates the suitability of curriculum on social/emotional development for use with a particular child or group of children
B	Learning Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Engages in everyday serve and return conversations with children <input type="checkbox"/> Encourages children to interact positively with one another 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitates feelings of empathy and mutual respect among children and adults <input type="checkbox"/> Provides positive responses to guide children's development of self-regulation 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently creates opportunities for children to explore their growing competence and independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes a supportive and respectful community within the program which includes all children and adults as valuable members
C	Implementation	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains consistently warm, trusting and caring relationships with each child <input type="checkbox"/> Recognizes the importance of own emotion's, responses to children's behaviors, and emotional regulation strategies (including own mental health) <input type="checkbox"/> Supports children through periods of stress, separation, and transition <input type="checkbox"/> Identifies and models appropriate expression of feelings 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages, respects, and supports children's efforts, ideas, accomplishments and interests <input type="checkbox"/> Guides children in resolving conflict through positive communication <input type="checkbox"/> Plans and implements opportunities for children to participate in cooperative play <input type="checkbox"/> Encourages each child's attachment to families and other significant adults in their lives 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with children and their families to create a community that fosters social/emotional development in the child's home and in the program <input type="checkbox"/> Responds in developmentally appropriate ways to children's developing understanding of gender and cultural identity <input type="checkbox"/> Engages and supports problem solving with families and professionals to address challenging social behaviors <input type="checkbox"/> Adapts and modifies learning experiences to advance each child's social and emotional development 	
D	Observation and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and identifies periods of stress, separation, and transition that may affect children's social interactions and social-emotional behaviors 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates techniques provided by the assessment of mental health specialists to improve teaching strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses ongoing assessment to adapt and modify activities to meet the social-emotional needs of each child 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes assessments and requests assistance from specialists to meet the mental health and developmental needs of each child



COMPETENCIES FOR RELATIONSHIPS AND SOCIAL-EMOTIONAL GUIDANCE

Early childhood educators establish nurturing and responsive relationships with children. These relationships form a foundation that promotes learning across all domains, especially within the social-emotional domain. When educators are accepting of a range of emotions in themselves and others, they can help children understand their own emotions. Educators should support children as they learn social skills to help them interact positively with others. These skills include friendship skills, emotional competency skills, and problem-solving skills. Educators should also help children learn appropriate behavior expectations and executive function skills or self-regulation. Using a positive approach while teaching social skills will help children know what to do, rather than what not to do.

The *Early Learning Guidelines* (ELGs) describe skills adults need to build relationships and provide guidance to children.

Each code (e.g. SE.01) describes where to find the skill in the ELG document.

ELG Examples:

- Consistently nurtures and responds to children’s physical and emotional needs (SE.01)
- Organizes the classroom and establishes a daily routine that enables children to independently choose materials and put them away on their own (e.g., supplies on low shelves, child-sized utensils, limited time in large group activities) (SE.01)
- Remains calm and supportive during children’s struggles with independence (SE.02)
- Provides specific techniques children can learn to use to manage emotions (e.g., taking three deep breaths, using calming words, working with clay) (SE.02)

Four levels are described in the tables, with each level building on the previous one. Level 1 includes basic knowledge and understanding. Level 2 describes the application of knowledge. Level 3 includes analyzing and emergent evaluation of the program/child progress. Level 4 adds evaluating the program activities and progress as well as creating new programing, curriculum, or other materials.

Within the accompanying section/tables you will find the following segments focused around the topic of Relationships and Social-Emotional Guidance (RSEG):

- RSEG A – Collaboration and Families
- RSEG B – Positive Approach
- RSEG C – Proactivity, Awareness, and Behavior
- RSEG D – Development
- RSEG E – Routines and Transitions
- RSEG F – Supervision and Modeling
- RSEG G – Environments

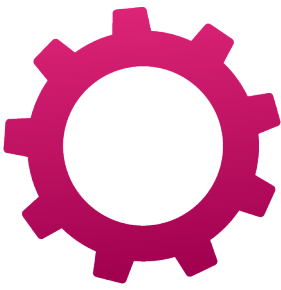


RELATIONSHIPS AND SOCIAL-EMOTIONAL GUIDANCE

		Level 1	Level 2	Level 3	Level 4
A	Collaboration and Families	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates respect for children’s and families’ diversity (e.g. culture, language, religion, ability, income, family makeup) <input type="checkbox"/> Maintains professionalism and respect for children when communicating with families and other adults about children’s behavior; respect confidentiality of families and children 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses information from families to understand children and adapts interactions as necessary (e.g. if the child has specific fears or the family is experiencing stressors) <input type="checkbox"/> Invites family involvement (e.g., volunteer in the classroom or as a parent advisory group member) and collaboration in designing activities (e.g., sharing special talents or family culture) <input type="checkbox"/> Individualizes routine care by incorporating family practices whenever possible <input type="checkbox"/> Builds positive relationships with all families through program activities such as family nights or breakfasts; home visits; parent-teacher conferences; ongoing communication using multiple modes (written, verbal, text/program app) 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks out information and support from professionals to address children’s needs <input type="checkbox"/> Collaborates with professionals and the family to develop and implement an individualized plan that addresses persistent, serious, challenging behavior and that supports the child’s inclusion and success 	
B	Positive Approach	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates respect for all children in all situations, such as being responsive to children’s reactions to educators’ physical touch, tone, and word choice <input type="checkbox"/> Uses “people-first” language in all communication, including speaking to or about children and families 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops positive individual relationships with each child by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive <input type="checkbox"/> Communicates acceptance and understanding by responding promptly in developmentally appropriate ways to each child’s emotions and feelings of hurt and fear <input type="checkbox"/> Names and validates children’s expression of emotion and engages in conversations about the causes of emotions 		

RELATIONSHIPS AND SOCIAL-EMOTIONAL GUIDANCE

		Level 1	Level 2	Level 3	Level 4
C	Proactivity, Awareness, and Behavior	<ul style="list-style-type: none"> <input type="checkbox"/> Never uses disrespectful, hurtful, or abusive words or actions, including criticizing children and/or families, teasing, corporal punishment, coercion, or yelling 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning <input type="checkbox"/> Provides consistent clear rules, which are explained to children <input type="checkbox"/> Intervenes in children's disagreements prior to children getting hurt to assist children in resolving conflict 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates multiple opportunities for children to participate in decision making about rules and activities <input type="checkbox"/> Anticipates potential problems and works to prevent them <input type="checkbox"/> Uses explicit feedback and consequences to increase child engagement, play, and skills <input type="checkbox"/> Engages children in peer-mediated intervention techniques to teach skills and to promote child engagement and learning <input type="checkbox"/> Analyzes and evaluates events, activities, and interactions and applies strategies to help overcome the child's use of challenging behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes functional assessment tools and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior
D	Development	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates realistic expectations about children's abilities and needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses guidance strategies appropriate to children's personalities, temperaments, activity levels, and individual development 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies evidence-based practices to support the design and implementation of programs that encourage children's social competence and self-regulation 	
E	Routines and Transitions	<ul style="list-style-type: none"> <input type="checkbox"/> Supports children through periods of stress, separation, and transition. <input type="checkbox"/> Alerts children well in advance to changes in activities or routines 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans for and facilitates seamless transitions between programs and into kindergarten 		
F	Supervision and Modeling	<ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate supervision of children's play while positioning themselves to see as many children as possible and by supervising infants and toddlers by sight and sound at all times <input type="checkbox"/> Understands and models identification and appropriate expression of positive and negative feelings 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses methods of behavioral support and guidance techniques including a range of strategies from less directive methods (i.e. verbal support and modeling) to more directive and structured methods 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds appropriately to children by guiding and supporting them to persist when frustrated, play cooperatively with other children, use language to communicate needs, learn turn taking, gain control of physical impulses, express negative emotions in ways that do not harm others or themselves, use problem-solving techniques, and learn about self and others 	<ul style="list-style-type: none"> <input type="checkbox"/> Models and teaches children acceptable alternatives to unacceptable, undesirable, or inappropriate behaviors <input type="checkbox"/> Models and encourages age appropriate pro-social behavior <input type="checkbox"/> Clarifies guidance policies and practices and mentors/supervises others as they implement those policies; intervening when inappropriate guidance strategies



OBSERVATION, DOCUMENTATION, AND ASSESSMENT COMPETENCIES

Early childhood educators assess what children know in order to plan activities, share information with parents, and enhance the early childhood program.

The assessment cycle should include the following steps:

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

Assessments should be developmentally appropriate to allow educators to document what a child knows and is able to do. A variety of methods can be used to document information. Prompt analysis allows the documentation to be used in a timely manner that promotes growth in children. Sharing a summary of the assessment with families and administration promotes accountability, program improvement, and encourages communication.

The *Early Learning Guidelines* (ELGs) describe skills adults need to observe, document, and assess children's development.

Each code (e.g. AL.02) describes where to find the skill in the ELG document.

ELG Examples:

- Observes children and uses parallel talk to describe what they are experiencing (feeling, hearing, touching) (AL.02)
- Listens for and uses questions to extend children's conversations about long and short, longer and shorter, short and tall, shorter and taller, etc. (M.03)
- Modifies materials/activities to promote skills that encourage independence (HP.03)
- Builds on children's interests to introduce new words and ideas during play activities and daily routines (LL.02)

Four levels are described in the tables, with each level building on the previous one. Level 1 includes basic knowledge and understanding. Level 2 describes the application of knowledge. Level 3 includes analyzing and emergent evaluation of the program/child progress. Level 4 adds evaluating the program activities and progress as well as creating new programing, curriculum, or other materials.

Within the accompanying section/tables you will find the following segments focused around the topic of Observation, Documentation, and Assessment (ODA):

- ODA A – Family and Community Engagement
- ODA B – Observation and Documentation
- ODA C – Assessment Cycle
- ODA D – Professionalism
- ODA E – Development
- ODA F – Collaboration

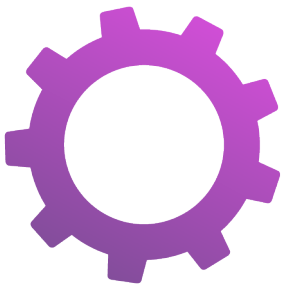


OBSERVATION, DOCUMENTATION, AND ASSESSMENT

		Level 1	Level 2	Level 3	Level 4
A	Family and Community Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes relationships with families to learn about child and family strengths <input type="checkbox"/> Communicates assessment results to families in a clear and supportive manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes a variety of assessment methods that are sensitive to and informed by family culture, experiences, children’s abilities, and home language <input type="checkbox"/> Understands and shares the benefits of learning in multiple languages for a child’s growth and development, including children at risk for developmental delays <input type="checkbox"/> Regularly uses assessments that are meaningful, accurate, and used in settings familiar to the children 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with the family and other professionals in observing, documenting, creating outcomes or goals, and implementing practices that address the family’s priorities and the child’s individual strengths and needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes systematic reporting processes for families and appropriate referrals to professionals
B	Observation and Documentation	<ul style="list-style-type: none"> <input type="checkbox"/> Observes each child’s activities daily in all environments using a variety of methods <input type="checkbox"/> Observes children engaged in current classroom experiences and displays examples of their artwork or other creations 	<ul style="list-style-type: none"> <input type="checkbox"/> Collects and organizes information about each child on a regular basis, such as: collecting samples of children’s work, recording observational notes, and keeping accurate records <input type="checkbox"/> Is able to explain a learning experience that includes children’s words along with photos and an explanation of what happened 	<ul style="list-style-type: none"> <input type="checkbox"/> Works collaboratively with Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) team members in gathering information 	<ul style="list-style-type: none"> <input type="checkbox"/> Guides and teaches using documentation, observation, and assessment methods
C	Assessment Cycle	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and adapts assessments to take into account the child’s dominant language and additional languages if the child is learning more than one language <input type="checkbox"/> Follows appropriate procedures of child observation and documentation which engages families as partners in observational assessment <input type="checkbox"/> Utilizes curriculum goals and objectives to guide ongoing assessment of each child’s progress 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains both summative and formative assessment processes <input type="checkbox"/> Utilizes appropriate observation and assessment methods for the individual child and situation 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making <input type="checkbox"/> Supports and reinforces child’s progress, analyzes and evaluates observations, and applies this knowledge to practice <input type="checkbox"/> Adapts and modifies curriculum and environment (on the basis of observational findings) to meet the needs of each child’s development and skill level 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies theories, research and recommended practices to select appropriate observation, documentation and assessment tools <input type="checkbox"/> Recommends assessment tools with sufficient sensitivity to detect child progress, especially for children with significant support needs

OBSERVATION, DOCUMENTATION, AND ASSESSMENT

		Level 1	Level 2	Level 3	Level 4
D	Professionalism	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality among the program staff and the child's family, regarding each child's observation and assessment <input type="checkbox"/> Is aware of the Nebraska Early Learning Guidelines for Ages Birth to 5 and understands that each child's learning should be observed related to all domains 	<ul style="list-style-type: none"> <input type="checkbox"/> Respects educational requirements needed for various assessment instruments and using only those instruments appropriate for education and skill level 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes documentation practices and assessment results 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors and trains others in cultural and gender-equitable observation, assessment, and document processes and procedures to ensure they are used appropriately for teaching and reporting practices <input type="checkbox"/> Evaluates documentation and assessment results for advocacy purposes with policymakers, community members, or professional development groups
E	Development	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and identifies behaviors in each child which indicate physical, social-emotional (affective), language, and cognitive (mental/ intellectual) growth and development at individual rates <input type="checkbox"/> Knows and recognizes environmental factors which may place children at risk 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies basic elements of child development knowledge (based on theory and reliable research) to observation methods and processes. (This includes knowledge of Nebraska Early Learning Guidelines) <input type="checkbox"/> Plans and implements ways to get to know each child as an individual, including strengths, needs, interests, family, and life situations 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with other professionals as needed (i.e., suspected developmental delay, assistance for behavioral problems and /or atypical behavior) 	
F	Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Implements and/or supports ongoing community wide screening 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and implements coordinated service delivery 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues and administrative professionals about observation data gathering, assessment, and reporting methods <input type="checkbox"/> Works with families and professionals in establishing appropriate goals, IEPs, or IFSPs, for children and/ or families, as a result of observations and assessment processes 	



PARTNERSHIPS WITH FAMILIES AND COMMUNITIES COMPETENCIES

Early childhood educators work to understand the roles family members and others hold in children's lives. Families are the primary influence on children and children directly influence their own families. When educators understand this influence, they are better able to help each family individually. Communication between educators and families is important for working toward each child's best interests. Educators are able to provide families with needed community resources and individual support. Building relationships with families will establish the trust that is required for when families need community resources or additional referral information.

The *Early Learning Guidelines* (ELGs) describe skills educators need to work with families and communities. Each code (e.g. SE.05) describes where to find the skill in the ELG document.

ELG Examples:

- Invites families to share their uniqueness (traditions, holidays, food, games, interests, and hobbies) (SE.05)
- Takes group on field trips to various places in the community (SE.05)
- Learns familiar words in the child's home language based on family input (for mom, dad, grandparents, blanket) (SE.05)
- Participates with children in various forms of dramatic expression including those from other cultures (CA.04)

Four levels are described in the tables, with each level building on the previous one. Level 1 includes basic knowledge and understanding. Level 2 describes the application of knowledge. Level 3 includes analyzing and emergent evaluation of the program/child progress. Level 4 adds evaluating the program activities and progress as well as creating new programming, curriculum, or other materials.

Within the accompanying section/tables you will find the following segments focused around the topic of Partnerships with Families and Communities (PFC):

- PFC A – Family Engagement and Relationships
- PFC B – Communication and Family Education
- PFC C – Team Approach
- PFC D – Resources and Communities
- PFC E – Professionalism

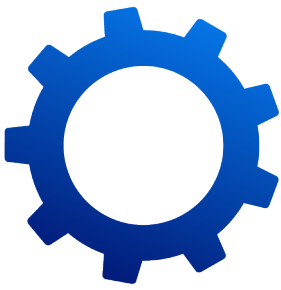


PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

		Level 1	Level 2	Level 3	Level 4
A	Family Engagement and Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> Supports and respects the diversity of families and is responsive to the family's concerns, priorities, and changing life circumstances <input type="checkbox"/> Supports families' critical role in their children's lives and respects families' choices, goals, and decisions for their children 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes positive communication and relationships with individuals and families through interactions that are sensitive and responsive to culture, language, and socioeconomic status <input type="checkbox"/> Engages the family in opportunities that support and strengthen parenting knowledge, skills, competence, and confidence in ways that are flexible, individualized, and tailored to the family's preferences <input type="checkbox"/> Provides encouragement, support, and appropriate information to develop trust with families 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for families to share skills and talents and ensures all families have opportunities to volunteer in the program <input type="checkbox"/> Involves families in planning learning activities and evaluating the program 	
B	Communication and Family Education	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts procedures to meet the needs and preferences of all children and families within program guidelines 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of approaches to communicate with families (e.g., bulletin boards, websites, notes home, newsletters, texts, emails) to provide family with up to date, comprehensive, and unbiased information <input type="checkbox"/> Shares knowledge of general child development with families <input type="checkbox"/> Plans and conducts formal family conferences and/or home visits <input type="checkbox"/> Provides the family of a young child who is a dual language learner with information about the benefits of learning in multiple languages for the child's growth and development 	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes family strengths and goals to meet the needs of individual children and families using knowledge of current family-based research <input type="checkbox"/> Promotes shared decision making and guides families to become advocates for children and their families <input type="checkbox"/> Supports positive outcomes by identifying cultural assets and barriers to development using culturally responsive methods 	
C	Team Approach	<ul style="list-style-type: none"> <input type="checkbox"/> Respects the family's role as the child's first and lifelong teacher <input type="checkbox"/> Is knowledgeable about the IFSP (Individual Family Service Plan and IEP (Individual Education Plan) process and working with a team of professionals to serve a child with a verified disability 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes families and partners in supporting best outcomes for each child <input type="checkbox"/> Consistently monitors progress and includes family and early childhood team in applying suggestions from IFSP/IEP into daily activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with families to systematically and regularly exchange expertise, knowledge, and information to build team capacity as well as jointly solve problems, plan, and implement interventions <input type="checkbox"/> Provides input based on observation and assessments of child and collaborates with team of professionals and the family in IFSP/IEP meetings to address the family's priorities and concerns and the child's strengths and needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Partners with other professionals and families to plan, create, and maintain a safe, healthy climate in which all children can play and grow <input type="checkbox"/> Develops and maintains formal collaborative relationships with other child and family specialists and professionals to create systems of care that are responsive to all children and families

PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

		Level 1	Level 2	Level 3	Level 4
D	Resources and Communities	<input type="checkbox"/> Interacts effectively with volunteers and other community members within the program	<input type="checkbox"/> Assists with public awareness activities and community outreach efforts to model the importance of early childhood education <input type="checkbox"/> Invites members of the performing and visual arts community, such as musical performers, coordinators of traveling museum exhibits, local artists, and community residents, to share their interests and talents with the children	<input type="checkbox"/> Assists families to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs	
E	Professionalism	<input type="checkbox"/> Knows and follows the rules of confidentiality	<input type="checkbox"/> Demonstrates awareness of how families' attitudes influence children's abilities and interests in learning <input type="checkbox"/> Recognizes and understands how stress and trauma affects families	<input type="checkbox"/> Ensures that community diversity and cultures are reflected throughout the program <input type="checkbox"/> Applies current theory and research on reciprocal relationships with families to help families build resilience in the areas of stress, crisis, and trauma	<input type="checkbox"/> Acts as advocate for both children and families in order to help families know and understand their rights across services and to promote high quality early care and education



PROFESSIONALISM AND LEADERSHIP COMPETENCIES

Early childhood educators:

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

Educators should strive for continual professional development to increase their knowledge of early childhood. Assuming leadership roles will encourage educators to share their knowledge with others and promote early childhood. These leadership roles can take place in professional associations, the community, or by working with colleagues. All decisions and program planning should be based on established professional and ethical standards.

The *Early Learning Guidelines* (ELGs) describe skills educators need to function as professionals and leaders within their field.

Each code (e.g. AL.01) describes where to find the skill in the ELG document.

ELG Examples:

- Provides opportunities for community or family members to come to the classroom to share cultural cooking and food experiences; if possible takes children on field trips to restaurants to gain greater understanding of food preparation (HP.04)
- Maintains consistent and individualized routines to meet the physical and emotional needs of the children (SE.02)
- Provides ample amount of time throughout the day for child-initiated activities (AL.01)
- Encourages parents to develop and maintain their first language in the home (LL.01)

Four levels are described in the tables, with each level building on the previous one. Level 1 includes basic knowledge and understanding. Level 2 describes the application of knowledge. Level 3 includes analyzing and emergent evaluation of the program/child progress. Level 4 adds evaluating the program activities and progress as well as creating new programing, curriculum, or other materials.

Within the accompanying section/tables you will find the following segments focused around the topic of Professionalism and Leadership (PL):

- PL A – Standards/Regulations
- PL B – Inclusion
- PL C – Professional Work Habits
- PL D – Ethics
- PL E – Professional Development
- PL F – Relationships/Interaction

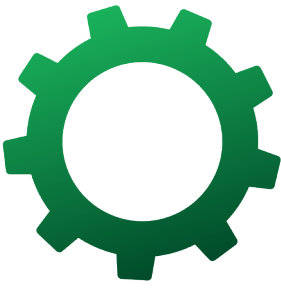


PROFESSIONALISM AND LEADERSHIP

		Level 1	Level 2	Level 3	Level 4
A	Standards and Regulations	<ul style="list-style-type: none"> <input type="checkbox"/> Knows, supports, and follows regulations and licensing standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly monitors developments in national accreditation standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and integrates knowledge of state, local, and national policies relevant to early care and education into program <input type="checkbox"/> Demonstrates growing abilities to learn and apply new information connected to standards and regulation 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs and ensures that all program operations are guided by written policies and are carried out through articulated plans, systems, and procedures that enable the program to run smoothly and effectively toward achieving its goals
B	Inclusion	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies own personal and cultural biases to assess their potential impact on others <input type="checkbox"/> Understands the importance of the Council for Exceptional Children/Division of Early Childhood (DEC) Recommended Practices for education and care of children with special needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements the Council for Exceptional Children/Division of Early Childhood (DEC) Recommended Practices for education and care of young children with special needs <input type="checkbox"/> Creates an environment that is welcoming to children with exceptionalities and their families 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with higher education, state licensing and certification agencies, practitioners, professional associations, and other stakeholders to review state competencies that align with DEC, CEC and other national professional standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes efficient and coordinated service delivery for children and families; supports practitioners from multiple disciplines and the family to work together as a team <input type="checkbox"/> Advocates for policies and resources that promote the implementation of DEC position statements and Recommended Practices <input type="checkbox"/> Collaborates with other agencies and programs to develop and implement ongoing community wide screening procedures to identify and refer children who may need additional evaluation and services
C	Professional Work Habits	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in program decision making when possible <input type="checkbox"/> Has dependable work habits; shows up on time, follows program dress code, and completes activities as planned <input type="checkbox"/> Demonstrates professional work habits, such as: keeps spoken and written information confidential, recognizes own limitations, seeks help as needed, respects others, and uses time well 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements the program's written policies and procedures that orient and welcome children and families verbally and in all print materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes professional strengths in others and integrates those behaviors into own practice as appropriate <input type="checkbox"/> Evaluates own performance and sets goals, then utilizes self-reflection to engage in ongoing assessment of strategies and effectiveness toward self-improvement <input type="checkbox"/> Recognizes causes and symptoms of workplace stress and anxiety, and develops prevention and coping skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Advocates and encourages quality early care and education in program and community settings

PROFESSIONALISM AND LEADERSHIP

		Level 1	Level 2	Level 3	Level 4
D	Ethics	<ul style="list-style-type: none"> <input type="checkbox"/> Engages in ethical practices for individuals in early care and education programs (e.g., NAEYC Code of Ethics, DEC Code of Ethics) 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes potentially unethical practices and shares with administrator or designated individual when appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports and reinforces opportunities which promote ethical practice in programs and across the early childhood care and education field 	<ul style="list-style-type: none"> <input type="checkbox"/> Models and articulates major ideas from a professional code of conduct for early care and education teachers, such as National Association for the Education of Young Children (NAEYC) Professional Code of Ethical Conduct
E	Professional Development	<ul style="list-style-type: none"> <input type="checkbox"/> Is aware of professional resources for learning (e.g., policies that detail staff responsibilities, planning time, and the importance of families and professionals across disciplines) <input type="checkbox"/> Chooses to improve practice by actively pursuing knowledge and accepting constructive criticism and praise 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively participates in professional early childhood or related organizations <input type="checkbox"/> Intentionally selects and participates in professional development opportunities 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflects on own teaching and learning practices and improves knowledge by interacting with staff, attending trainings or taking classes, and reading early childhood journals, books, and research <input type="checkbox"/> Evaluates current research in early childhood education and revises practice as appropriate <input type="checkbox"/> Develops, implements, and regularly updates a personal professional development plan that includes training and working toward early childhood 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates personal philosophy of early childhood education based on best practices for child development and best teaching practices for children <input type="checkbox"/> Articulates early childhood knowledge and mentors other professionals by presenting at local, state, and national conferences <input type="checkbox"/> Creates and implements staff development opportunities based upon reliable and valid professional development research
F	Relationships and Interactions	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates empathy for children and families <input type="checkbox"/> Displays a positive attitude while working with children, families, and other professionals <input type="checkbox"/> Maintains respectful and professional relationships with all 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages positive relationships between teaching staff and children and among groups of children <input type="checkbox"/> Promotes an overall climate that fosters trust, collaboration, inclusion, and a sense of belonging 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with team and other staff members, promoting constructive interactions and using each individual's strengths to improve work <input type="checkbox"/> Engages in partnerships across levels (state and local) to create coordinated and inclusive systems of services and supports 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates overall culture and climate which promote a sense of belonging and the desire to support the organization's mission and goals



ADMINISTRATION, PROGRAM PLANNING, AND DEVELOPMENT COMPETENCIES

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

- Hiring
- Training
- Staff development
- Managing program finances

Each program should have policies and procedures for:

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

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

The *Early Learning Guidelines* (ELGs) describe skills educators need to function as professionals and leaders within their field. Suggestions for preparing the environment are also included in the ELGs. Each code (e.g. SE.04) describes where to find the skill in the ELG document.

ELG Suggestions for the Environment Examples:

- Predictable schedules and routines, individualized for each child (SE.04)
- Multicultural materials that reflect children and families in the community (e.g., skin-tone crayons, books, dolls, dress-up clothing, posters) (SE.05)
- Safe indoor and outdoor space for children to explore free of risks to health and safety (e.g. choking hazards and poisons are out of reach, covered electrical outlets) (HP.03)
- Procedures and signs for emergency evacuation and written health and safety policies are posted (HP.03)

Four levels are described in the tables, with each level building on the previous one. Level 1 includes basic knowledge and understanding. Level 2 describes the application of knowledge. Level 3 includes analyzing an emergent evaluation of the program/child progress. Level 4 adds evaluating the program activities and progress as well as creating new programming, curriculum, or other materials.

Within the following section/tables you will find the following areas focused around the topic of Administration, Program Planning, and Development (APPD):

- APPD A – Program Planning
- APPD B – Documentation
- APPD C – Collaboration
- APPD D – Personnel
- APPD E – Standards



ADMINISTRATION, PROGRAM PLANNING, AND DEVELOPMENT

		Level 1	Level 2	Level 3	Level 4
A	Program Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Implements the program provided curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements program assessment by conducting observations and evaluations for the purpose of program improvement <input type="checkbox"/> Explains program goals and expected outcomes clearly and consistently to families, personnel, and the public <input type="checkbox"/> Explains the relationship between the program's philosophy and the application of daily activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates, selects, and supports implementation of developmentally appropriate evidence-based curriculum (e.g. using NDE- Step Up To Quality Guidelines) <input type="checkbox"/> Analyzes curriculum implementation and uses findings to guide program planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Continually analyzes and revises the program so it meets the diverse and unique needs of children, families, personnel, and community partners <input type="checkbox"/> Advocates, evaluates, and applies current theory, research, policy and effective practice to ensure continuous program improvement <input type="checkbox"/> Designs a marketing plan to promote the program
B	Documentation	<ul style="list-style-type: none"> <input type="checkbox"/> Understands how to access and use multiple funding resources as applicable to the program <input type="checkbox"/> Follows policies and procedures around handling of payments and fees 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies valid financial management practices to achieve program goals and objectives <input type="checkbox"/> Applies "Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards" as a reference and resource for curriculum and program planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses in-depth knowledge of the program and field to secure fiscal and human resources and maximize the use of these resources in the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates a high quality program by choosing resources, equipment, and materials while staying within the budget <input type="checkbox"/> Designs, implements, and communicates policies in the staff handbook, parent handbook, and policies and procedures manuals
C	Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Supports and maintains positive relationships with co-workers, personnel, families, volunteers, and other professionals 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently plans and offers opportunities to community and families by providing family education programs and collaborating with other agencies and programs <input type="checkbox"/> Establishes and maintains a family handbook, with family input, describing program policies and procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with stakeholders to collect, evaluate, and use data for continuous program improvement and to examine the effectiveness of services in improving child outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with teachers, families, professionals, and community groups to develop and implement policies, structures, and practices that promote shared decision making <input type="checkbox"/> Develops and implements public relations strategies to establish the program in the community
D	Personnel	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures confidentiality at all levels of communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a work culture that fosters staff collaboration to solve problems and resolve conflict <input type="checkbox"/> Provides leadership and visionary direction to the overall operation of the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Recruits, orients, supervises, and evaluates staff and volunteers in the early care and education program <input type="checkbox"/> Analyzes and strengthens the skills and abilities of the program's staff and volunteers by delivering quality and timely feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes an evidence-based professional development system or approach that provides educators needed supports to carry out their responsibilities <input type="checkbox"/> Develops policies, procedures, and an employee handbook with information on hiring practices, benefits, performance appraisals, staff development, and disciplinary processes
E	Standards	<ul style="list-style-type: none"> <input type="checkbox"/> Has basic knowledge of the "Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards" 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains documentation which meets federal, state, and local legislation, regulation, and professional standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and integrates federal, state, and local legislation, regulations, and professional standards to ensure staff provide healthy and safe practices for all children 	<ul style="list-style-type: none"> <input type="checkbox"/> Models recommended practices from the Division for Early Childhood Code of Ethics and position statements

GLOSSARY OF TERMS

Accommodations: Changes in the curricular material and experiences to accommodate a child's particular needs.

Adaptive Equipment: Tools designed to help people with disabilities be more independent.

Anecdotal Assessment (Anecdotal Observations): Observing children while they work and writing notes on observations to reflect on later.

Approaches to Learning: General approach to learning includes child's attitudes, habits, and learning styles.

Authentic Assessment: Children are assessed while they complete real-world tasks that demonstrate their knowledge and skills.

Assessment and Evaluation: A process through which written observations, children's work, stories, photos of children working and anecdotes are gathered in a range of content areas over time. The collection of all of the information is analyzed, organized and interpreted to determine both a child's understanding and their ability to apply that understanding. The information can then be made available to other teacher, adults, and family members.

Competency: The knowledge, skill, or capacity needed to perform effectively.

Confidentiality: Ensuring that information on children or other adults who work in the program is only available to those who need the information to do their work.

Cooperative Play: Making or doing something together that requires the skills, ideas, and contributions of each person.

Curriculum: The written and implemented plan for learning experiences and activities to enhance children's growth and learning. The curriculum includes how the appropriate materials and learning spaces are organized and used (both indoors and outdoors), as well as how the adults and children interact. The curriculum also recognizes and builds on the children's interests, and acknowledges their families' contributions and cultural backgrounds.

Documentation: Gathering samples of children's work or your own written observations of children while they work. Documentation might include gathering photos of children working and written recordings of children's comments, stories, and conversations. All of the gathered samples are then reflected upon to determine what interests, learning opportunities, and next steps can be taken to advance children's learning.

Diversity: Recognizing and valuing differences: Includes the belief that each family has its own structure, roles, values, beliefs, and coping styles. Respect for and acceptance of this diversity is a cornerstone of high-quality, family-centered programs.

Developmental Delay: A child from birth through age eight who has been identified by a multidisciplinary team as having either a significant delay in the function of one or more of the following areas: cognitive development, physical development, communicative development, social-emotional development, or adaptive behavior or skills development or a diagnosed physical or medical condition that has a high probability of resulting in a substantial delay in function in one or more of such areas.

Developmentally Appropriate: Learning environments, expectations, and teaching strategies that are based on theories and research about the growth and development of children.

Domains: Key areas of children’s development and learning.

Dramatic Play: A type of play where children accept and assign roles, and then act them out.

Environment Rating Scales: Scales designed to assess the quality of the learning environments, curriculum, and interactions within early childhood education programs.

Executive Function Skills: Skills that are carried out or “executed” as actions in order to reach a goal. Executive functions include skills such as maintaining attention, controlling impulses, keeping free of distractions, engaging in mental planning and problem solving, maintaining flexibility, managing time, setting priorities, organizing, and executing a task. Difficulty with any of these abilities can cause academic problems as well as problems with everyday life tasks.

Fine (Small) Motor Skills: Skills that use small muscle groups such as hands and fingers and frequently involve hand-eye coordination.

Gross (Large) Motor Skills: The movement and action of large and/or major muscle groups.

Inclusion: The practice in which all children, with a range of abilities and disabilities, participate together and are regarded as equal members of the learning community.

Integrated Curriculum: Connects separate subject areas by presenting information/activities in a thematic, holistic manner to meet the common needs of all learners.

Literacy: A person’s ability to read and write.

Literacy Rich Environment: Program includes literacy activities (reading and writing) in every component of the schedule, every day and throughout the environment.

Mathematical Thinking: Questioning, processing and analyzing information about math.

Open-ended Questioning Techniques: Questions that must be answered with a response other than “yes” or “no” and usually with more than one word.

Peer: Person of the same age.

Positive Communication: Displaying a positive attitude, encouraging others, using a positive tone when speaking to others, demonstrating openness to hearing from others, and listening to their response.

Pro-social Behavior: Action intended to help others (e.g. encouraging children to help, share, cooperate, show kindness, listen to others, and take turns).

Scientific Skills and Methods: Process used to investigate observations, solve problems, and test hypotheses.

Sensory Experiences: Opportunities to explore how things look, feel, taste, sound, and smell.

Social and Emotional Development: Children’s abilities to form and sustain social relationships with adults and peers.

Transition: Movement or change from one condition, place, or activity to another.

Universal Precautions: Infection control guidelines designed to protect adults and children from the spread of disease through body fluids.

APPENDIX A

NEBRASKA PROFESSIONAL DEVELOPMENT PLAN FOR EARLY CHILDHOOD PROFESSIONALS

Two important purposes of a professional development plan are 1) to move you toward your short and long term goals and 2) to identify people and material resources to assist you in achieving the goals. Use the questions below to help identify these goals and resources. After completing this section, use the self-assessment tool to determine current strengths and areas for improvement based on the Nebraska Core Competencies for Early Childhood Professionals.

Your identified combination of strengths, areas for improvement, and career goals, will lay the foundation for your professional development plan.

Name: _____

Date Professional Development Plan Created: _____

1. Where would you like to see yourself in the early childhood field in the next year, the next three years, and the next five years? What would you like to be doing professionally?

1 year:

3 years:

5 years:

2. What resources are available to help you accomplish these goals (people, technology, etc.)?

CORE COMPETENCIES SELF-ASSESSMENT SUMMARY WORKSHEET

Using *Nebraska's Core Competencies for Early Childhood Professionals*, indicate the specific core competencies that you regularly demonstrate well and what specific core competencies you would like to improve on the following pages.



Definition of Core Competency Levels:

Level 1 (Knowledge)

Able to name, recognize, and recall relevant information from long-term memory; able to understand content and construct meaning.

Level 2 (Applying)

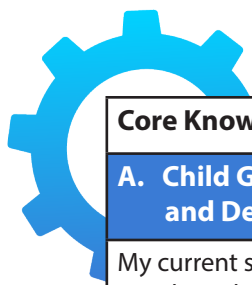
Able to apply content knowledge and information while working with children in various settings; able to carry out or use a procedure through executing or implementing.


Level 3 (Analyzing)

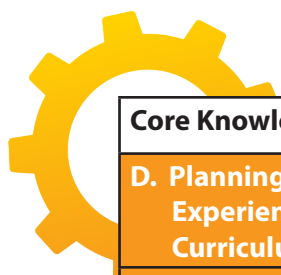
Able to break material into component parts to understand and determine how they relate to one another and to an overall structure or purpose.

Level 4 (Evaluating)

Able to critically reflect on knowledge and application, and bring together knowledge in new combinations; able to think creatively about the knowledge to solve new problems; works to ensure policies and practices are aligned with research-based best practices; able to make judgements about the merit of ideas, materials, and methods by applying accepted standards and criteria.






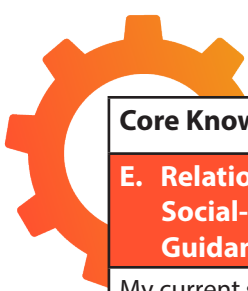
Core Knowledge Area	List specific skills you demonstrate well and specific skills you want to improve.
A. Child Growth and Development	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 
B. Health, Safety, and Nutrition	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 
C. Learning Environments	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 






Core Knowledge Area	List specific skills you demonstrate well and specific skills you want to improve.
D. Planning Learning Experiences and Curriculum	
Creative Arts	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 
Health and Physical	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 
Language and Literacy	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 

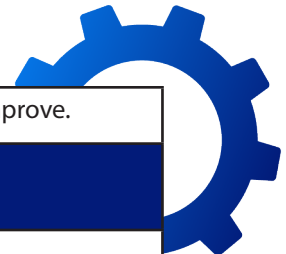


Core Knowledge Area	List specific skills you demonstrate well and specific skills you want to improve.
Math	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 
Science	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 
Social-Emotional	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 



Core Knowledge Area	List specific skills you demonstrate well and specific skills you want to improve.
E. Relationships and Social-Emotional Guidance	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 
F. Observation, Documentation and Assessment	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 
G. Partnerships with Families and Communities	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating) 





Core Knowledge Area	List specific skills you demonstrate well and specific skills you want to improve.
H. Professionalism and Leadership	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating)
I. Administration, Program Planning and Development	
My current strengths in this core knowledge area are:	
Areas where I would like to improve my knowledge and skills are:	
My best estimate of my current level of practice in this core knowledge area is:	Level 1 (Understanding) Level 2 (Applying) Level 3 (Analyzing) Level 4 (Evaluating)



The priority core competency skills I want to focus on developing are: _____

Resources that I can use to develop these skills are: _____

Professional development opportunities that can help me develop these skills are (remember to refer to Nebraska's Early Childhood Training Calendar, accessed through the NECPRS website at <https://erecords.education.ne.gov>): _____

CORE COMPETENCIES LEADERSHIP

Linda Bray, Catie Limbach, Katie Miller, Kim Texel	Nebraska Department of Education - Office of Early Childhood (Project Lead Team)
Amanda Adams	DHHS Child Care and Development Fund - Program Specialist
Sue Bainter	University of Nebraska Center for Research on Children, Youth, Families, and Schools - Early Childhood Coach
Amy Bornemeier	Nebraska Children and Family Foundation - Vice President for Early Childhood Programs
Amy Bunnell	Nebraska Department of Education - Early Childhood Special Education Director, Early Development Network Coordinator
Lauri Cimino	Nebraska Department of Education - Office of Early Childhood, Step Up to Quality Director
Elizabeth DeGraw-Renna	Educare of Omaha at Indian Hills - Master Teacher
Pam Dobrovolny	Plattsmouth Community Schools Early Childhood/Head Start Director, Special Education Assistant Director
Jaclynn Foged	Nebraska Extension/The Learning Child - Extension Educator
Stacy Frank	DHHS Child Care Licensing
Tracy Gordon	National Association for the Education of Young Children Co-Director
Melody Hobson	Nebraska Department of Education - Office of Early Childhood, Administrator
Jeanine Huntoon	Pennie Z. Davis Child Development Center - Director
Jacci Lucas	Springfield Platteview Community Schools - Director of Special Services
Joan Luebbers	Nebraska Department of Education - Office of Early Childhood, Head Start Collaboration Director
Jackie Moline	DHHS - Maternal/Infant Health Program Coordinator
Deanna Peterson	Metropolitan Community College - Early Childhood Education Faculty
Karen Pinkelman	Nebraska Children and Families Foundation Assistant Vice President, Early Childhood Programs

Dr. Michelle Rupiper	University of Nebraska Lincoln - Professor Emeritus
Dr. Susan Sarver	Buffett Early Childhood Institute - Director of Workforce Development
Suzanne Schneider	Westminster Preschool - Director
Cheryl Severance	Blue Valley Community Action Partnership - Outcomes Officer
Cara Small	ESU 6/Southeast Early Learning Connection Coordinator
Nicole Vint	DHHS Child Care and Development Fund Administrator

CORE COMPETENCIES REVIEW AND REVISION

Ann Adams	Nebraska Department of Education - Office of Early Childhood
Jennifer Baumann	Family Child Care/Trainer
Janice Lee	Nebraska Children and Families Foundation
Pam Card	Education and Disabilities Manager - Early Head Start
Kim Chase	Family Child Care
Casy Corr	Hastings Head Start
Rita Eichelberger	Northeast Nebraska Community Action Partnership
Christie Ference	Central Nebraska Community Action Partnership
Niki Gemar	Head Start C&FDP, Inc.
Natalie Hanna	Family Child Care
Tammi Hicken	Nebraska Department of Education - Office of Early Childhood
Dr. Soo-Young Hong	University of Nebraska - Lincoln
Anita Jaros	Family Child Care
Michelle Kimberly-Rhoades	Ogallala Public Schools
Dr. Pam Langlie-Willers	Wayne State College
Brandee Lengel	T.E.A.C.H./Nebraska AEYC
Sue Loseke	Shickley Public Schools
Dr. Kim Madsen	Chadron State College
Angel Mayberry	ESU 7/Platte Valley Early Learning Connection Coordinator
LaShaun McCroy	Center Child Care - Owner
Dr. Amy Napoli	University of Nebraska - Lincoln
Suzan Obermiller	Central Nebraska Community Action Partnership
Sarah Ochoa	Community Action Partnership of Western Nebraska
Mary Philips	ESU 6 - Director of Student Services

Stephanie Phye	ECE Consultant/Coach
Brandy Price	Family Child Care
Cindy Rasmussen	Head Start/Omaha Public Schools
Amy Richards	ESU 16/ High Plains Early Learning Connection Coordinator
Nancy Rowch	Nebraska Department of Education, retired
Terri Schuster	Nebraska Department of Education
Paula Thompson	University of Nebraska - Kearney
Dr. Julia Torquati	University of Nebraska - Lincoln
Deb Winkelmann	Nebraska Early Childhood Collaborative
Patsy Yager	Western Nebraska Community College

APPENDIX C

DOMAIN AREAS AT A GLANCE

- A. Child Growth and Development
 - a. Families
 - b. Evidence Based Practices
 - c. Expectations and General Developmental Knowledge
 - d. Curriculum and Theory
 - e. Inclusion and Special Needs

- B. Health, Safety and Nutrition
 - a. Nutrition
 - b. Collaboration, Resources, and Families
 - c. Teaching and Curriculum
 - d. Environment and Equipment
 - e. Physical Safety
 - f. Policy and Procedures
 - g. Licensing Standards, Research, and Public Knowledge-General
 - h. Licensing Standards, Research, and Public Knowledge- Emergencies
 - i. Licensing Standards, Research, and Public Knowledge- Abuse
 - j. Licensing Standards, Research, and Public Knowledge- Transportation

- C. Learning Environments
 - a. Technology
 - b. Materials
 - c. Schedule and Routines
 - d. Curriculum and Engagement
 - e. Physical Environment

- D. Planning Learning Experiences and Curriculum
 - a. Planning and Curriculum Development
 - b. Learning Environment
 - c. Implementation
 - d. Observation and Assessment

- E. Relationships and Social-Emotional Guidance
 - a. Collaboration and Families
 - b. Positive Approach
 - c. Proactive, Awareness, and Behavior
 - d. Development
 - e. Routines and Transitions
 - f. Supervision and Modeling
 - g. Environments

- F. Observation, Documentation, and Assessment
 - a. Family and Community Engagement
 - b. Observation and Documentation
 - c. Assessment Cycle
 - d. Professionalism
 - e. Development
 - f. Collaboration

- G. Partnerships with Families and Communities
 - a. Family Engagement and Relationships
 - b. Communication and Family Education
 - c. Team Approach
 - d. Resources and Communities
 - e. Professionalism

- H. Professionalism and Leadership
 - a. Standards and Regulations
 - b. Inclusion
 - c. Professional Work Habits
 - d. Ethics
 - e. Professional Development
 - f. Relationships and Interactions

RESOURCES

DEC (Division of Early Childhood of the Council for Exceptional Children) **Recommended Practices in Early Intervention/Early Childhood Special Education** by Sandall, Hemmeter, Smith, and McLean.

URL: <http://www.dec-sped.org>

Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards, Department of Education – Office of Early Childhood Education.

URL: <https://www.education.ne.gov/oec/early-learning-guidelines/>

National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct;

URL: http://www.naeyc.org/positionstatements/ethical_conduct

Other support materials for Nebraska's core competencies, including professional development planning documents and assessment instruments, can be found at **Nebraska's Office of Early Childhood Website** at: <https://www.education.ne.gov/oec>

The development of Nebraska's Core Competencies was supported in part by the federal Child Care Development Funds made available through the Nebraska Department of Health and Human Services and Nebraska Department of Education.

For more information about this document, please visit our website: <http://www.education.ne.gov/oec/>



NEBRASKA

Good Life. Great Mission.

DEPT. OF HEALTH AND HUMAN SERVICES

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age or national origin in its educational programs, admission policies, employment or other agency programs.

Revised June 2019