

Evaluation Overview

What is it?

The evaluation and self-evaluation tools are to be used in tandem with the salary scale. With these tools, early childhood staff and program directors can assess a staff member's knowledge and competencies and then plan appropriate professional development opportunities.

Similar to the salary scale, the evaluation tools are based on the MI ECE Professional Standards and Competencies and NAEYC's Professional Standards and Competencies for Early Childhood Educators.



Why is it valuable?

Understanding where an early childhood professional is in their development is an important step in creating a competent, and confident workforce. The evaluation tools can help a program director do just that. Not only will the evaluation tools offer feedback to staff about what they are doing well, but also where there is room to grow. For this reason, they can guide the development of professional development plans.”

How do I use it?

Click here for **The Evaluation Tool**

Click here for **The Educator Interview Rubric**

Where can I learn more?

Click here for the **MI's ECE Professional Standards and Competencies**

Click here for **NAEYC's Unifying Framework for the Early Childhood Education Profession**

Who can I talk to?

A CCI team member is available to consult with you on your customization.

Contact us at **ECE@ncmich.edu**

The Self-Evaluation Tool

How do I use it?

This self-evaluation tool is designed to assess nine comprehensive standards/competencies of early childhood professionals. Each standard/competency is bolded and numbered (1-9) at the top of the table and is followed by a brief description. Beneath each of the standards/competencies are a number of indicators. After reading the standard/competency and then each indicator, select the level that most accurately describes your level of proficiency. Use the notes section at the end of each standard/competency to record goals or professional development you might be interested in.

- ☐ **B** **Beginning** **I require information/education** to build knowledge of the indicator.
- ☐ **ECE I** **Developing** **I am able to identify/demonstrate** some knowledge of the indicator.
- ☐ **ECE II** **Achieving** **I am able to describe/articulate** knowledge and theoretical perspectives of the indicator.
- ☐ **ECE III** **Extending** **I am able to analyze/synthesize** theoretical perspectives/core research of the indicator.

1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

B-Beginning
I-Developing
II-Achieving
III-Extending

1a I understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. _____

1b I understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. _____

1c I understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, and early learning settings as well as within a larger societal context that includes structural inequities. _____

1d

I use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Notes:

2. FAMILY-TEACHER PARTNERSHIP AND COMMUNITY CONNECTIONS

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies

B-Beginning

I-Developing

II-Achieving

III-Extending

2a I know about, understand, and value the diversity of families.

2b I collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c I use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools and community organizations and agencies.

Notes:

3. CHILD OBSERVATION, DOCUMENTATION, AND ASSESSMENT

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.

B-Beginning

I-Developing

II-Achieving

III-Extending

3a I understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b I know a wide range of types of assessments, their purposes and their associated methods and tools.

3c I use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d I build assessment partnerships with families and professional colleagues.

Notes:

4. DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPROPRIATE TEACHING PRACTICES

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

B-Beginning

I-Developing

II-Achieving

III-Extending

4a I understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b I understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children.

4c I use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Notes:

5. KNOWLEDGE, APPLICATION, AND INTEGRATION OF ACADEMIC CONTENT IN THE EARLY CHILDHOOD CURRICULUM

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

B-Beginning

I-Developing

II-Achieving

III-Extending

5a I understand content knowledge and resources—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early education curriculum.

5b I understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c I modify teaching practices by applying, expanding, integrating and updating my content knowledge in the disciplines, my knowledge of curriculum content resources, and my pedagogical content knowledge.

Notes:

6. PROFESSIONALISM AS AN EARLY CHILDHOOD EDUCATOR

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

B-Beginning

I-Developing

II-Achieving

III-Extending

6a	I identify and involve myself with the early childhood field and serve as an informed advocate for young children, families, and the profession.	_____
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6b	I know about and uphold ethical and other early childhood professional guidelines.	_____
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6c	I use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and work with families and colleagues.	_____
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6d	I engage in continuous, collaborative learning to inform practice.	_____
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6e	I develop and sustain the habit of reflective and intentional practice in my daily practice with young children and as a member of the early childhood profession.	_____
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Notes:

7. PROMOTING CHILDREN'S HEALTH AND WELLNESS

Early childhood professionals prioritize the health, safety, and well-being of young children by creating and maintaining safe and healthy learning environments, promoting healthy habits, and partnering with families to support children's physical, cognitive, social, and emotional development. They (a) ensure the health, safety, and well-being of young children. They (b) create supportive and inclusive learning environments that address the diverse needs of children and families.

B-Beginning

I-Developing

II-Achieving

III-Extending

7a I promote the health and safety of young children at home and in early learning and development settings.

7b I exhibit an understanding of young children's nutritional needs and support the development of healthy eating habits, including assisting children in identifying their hunger and fullness cues to prevent obesity.

7c I recognize signs of child abuse and neglect and the role of early childhood educators as mandated reporters.

7d I create and maintain a safe, supportive, and nurturing learning environment that promotes children's emotional security and mental well-being.

7e I understand and support the connection between child and family mental health and positive learning experiences and environments.

Notes:

8. LEADING HIGH QUALITY EARLY CHILDHOOD PROGRAMS

Early childhood professionals demonstrate effective leadership and management skills to ensure high-quality program operations that support a positive and productive work environment for all staff. They (a) recognize the importance of strong leadership in effective program management. They (b) have a commitment to continuous improvement. They (c) advocate for the needs of the early childhood workforce within the program and the broader profession.

B-Beginning

I-Developing

II-Achieving

III-Extending

8a I apply a deep understanding of organizational structure to effectively implement its mission, policies, and procedures while providing strong leadership in program management to ensure alignment with a unified vision.

8b I ensure compliance with all licensing regulations while striving to meet and uphold professional quality standards, using a structured approach to program evaluation to enhance and sustain ongoing quality improvement.

8c I demonstrate strong communication, organization, record-keeping, and technology skills to support efficient program operations.

8d I demonstrate proficiency in financial management and planning while maintaining knowledge of current systems, tools, and resources available to support program sustainability.

8e I foster a strong, inclusive team by embracing diverse perspectives, advocating for equity, and ensuring all voices are valued and heard.

Notes:

9. PROMOTING THE WELL-BEING OF EARLY CHILDHOOD PROFESSIONALS

Early childhood professionals recognize the importance of their own well-being and actively engage in practices that support their professional growth and resilience. They (a) recognize the importance of self-care and well-being for early childhood professionals. They (b) recognize the demanding nature of the work and (c) appreciate the need for educators to prioritize their own mental and emotional health to effectively support children and families.

B-Beginning

I-Developing

II-Achieving

III-Extending

9a I recognize the vital role each professional plays in shaping the future and creating lasting, positive outcomes for young children.

9b I gain a comprehensive understanding of systems and resources that support the early childhood workforce while utilizing local, state, and national initiatives to enhance staff well-being and maximize performance.

9c I identify and address challenges in the early childhood profession by staying informed, adapting to changing needs, and implementing proactive solutions to support its growth and advancement.

9d I understand and support the connection between staff mental health and effective teaching practice.

Notes:

A CCI team member is available to consult with you on your evaluation practices.

Contact us at ECE@ncmich.edu.

The Evaluation Tool

CHILD DEVELOPMENT AND LEARNING IN CONTEXT

How do I use it?

This evaluation tool is designed to assess nine comprehensive standards/competencies of early childhood professionals. Each standard/competency is bolded and numbered (1-9) at the top of the table and is followed by a brief description. Beneath each of the standards/competencies are a number of indicators. After reading the standard/competency and then each indicator, select the level that most accurately describes the professional's level of proficiency. Use the notes section at the end of each standard/competency to record goals or professional development opportunities for the professional.

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|---|----------------|-------------------|---|
| ○ | B | Beginning | Requires information/education to build knowledge of the indicator. |
| ○ | ECE I | Developing | Identifies/demonstrates some knowledge of the indicator. |
| ○ | ECE II | Achieving | Describes/articulates knowledge and theoretical perspectives of the indicator. |
| ○ | ECE III | Extending | Analyzes/synthesizes theoretical perspectives/core research. of the indicator. |

1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

1A Understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains
- Identify critical aspects of brain development including executive function, learning motivation, and life skills
- Identify biological, environmental, protective, and adverse factors that impact children's development and learning
- Know the importance of social interaction, relationships and play

ECE II

- Describe the theoretical perspectives and core research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains

- Describe brain development in young children including executive function, learning motivation and life skills
- Describe how biology, environment and protective and adverse factors impact children's development and learning
- Describe how social interaction, relationships and play are central to children's development and learning

ECE III

- Analyze and synthesize the theoretical perspectives and research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains
- Describe brain development in young children including executive function, learning motivation and life skills
- Describe how biology, environment and protective and adverse factors impact children's development and learning
- Describe how social interaction, relationships and play are central to children's development and learning

Teacher self-assessment _____

Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify how each child develops as an individual
- Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades
- Identify individual characteristics of each child through family and community relationships, observation and reflection
- Support young children in ways that respond to their individual developmental, cultural and linguistic variations

ECE II

- Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices
- Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades
- Describe ways to learn about children (e.g. through observation, play, etc.)
- Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

Teacher self-assessment _____

1C Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, and early learning settings as well as within a larger societal context that includes structural inequities.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify family, social, cultural and community influences on children's learning and development
- Identify structural inequities and trauma that adversely impact young children's learning and development
- Know that quality early childhood education influences children's lives

ECE II

- Describe the theoretical perspectives and core research base that shows that family and societal contexts influence young children's development and learning
- Describe how children's learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics
- Describe how structural inequities and trauma adversely impact young children's learning and development
- Describe how quality early childhood education influences children's lives

ECE III

- Analyze and synthesize the theoretical perspectives and research base that shows that family and societal contexts influence young children's development and learning
- Describe how children's learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics
- Describe how structural inequities and trauma adversely impact young children's learning and development
- Explain how and why quality early childhood education influences children's lives

Teacher self-assessment _____

1D Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Beginning

- Requires information/education related to the indicator

ECE I

- Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

ECE II

- Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children
- Use available research evidence, professional judgments and families' knowledge and preferences — for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

ECE III

- Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children
- Use available research evidence, professional judgments and families' knowledge and preferences — identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

Teacher self-assessment _____

**Notes &
Goals:**

2. FAMILY-TEACHER PARTNERSHIP AND COMMUNITY CONNECTIONS

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

2A Know about, understand and value the diversity of families.

Beginning	Requires information/education related to the indicator
ECE I	- Identify and understand diverse characteristics of families and the many influences on families - Identify stages of parental and family development - Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children's lives - Identify that children can thrive across diverse family structures and that all families bring strengths
ECE II	- Describe the theoretical perspectives and core research base on family structures and stages of parental and family development - Describe the theoretical perspectives and core research base about the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives - Explain why it is important to build on the assets and strengths that families bring
ECE III	- Analyze and synthesize the theoretical perspectives and research base family structures and stages of parental and family development - Analyze and synthesize the theoretical perspectives and research base of the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives - Explain why it is important to build on the assets and strengths that families bring
	Teacher self-assessment _____

2B

Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify the importance of having respectful, reciprocal relationships with families
- Recognize families as the first and most influential "teachers" in their children's learning and development
- Affirm and respect families' cultures, religious beliefs, language(s) (including dialects), various structures of families and different beliefs about parenting
- Identify effective strategies for building reciprocal relationships and use those to learn with and from family members
- Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account

ECE II

- Take primary responsibility for initiating and sustaining respectful relationships with families and caregivers
- Use strategies to support positive parental and family development
- Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and cultures and the setting's practices and policies related to health, safety and developmentally appropriate practices
- Use a broad repertoire of strategies for building relationships to learn with and from family members
- Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs
- Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible

ECE III

- Contribute to setting-wide efforts to initiate and sustain respectful, reciprocal relationships with families and caregivers
Use strategies to support positive parental and family development
- Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and cultures and the setting's practices and policies related to health, safety and developmentally appropriate practices
- Use a broad repertoire of strategies for building reciprocal relationships, with a particular focus on cultural responsiveness, to learn with and from family members
- Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

- Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible

Teacher self-assessment _____

2C Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools and community organizations and agencies.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify types of community resources that can support young children's learning and development and to support families
- Partner with colleagues to help assist families in finding needed community resources

ECE II

- Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance
- Support young children and families during transitions between classrooms and/or other early learning settings to help ensure a continuum of quality early care and education

ECE III

- Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, housing and economic assistance
- Collaborate with early learning settings in the community to support and advocate for a continuum of quality early care and education that ensures successful transitions
- Support young children and families experiencing sudden, severe incidents (e.g. divorce, death, immigration concerns)

Teacher self-assessment _____

Notes &
Goals:

3. CHILD OBSERVATION, DOCUMENTATION, AND ASSESSMENT

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.

3A Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify the central purposes of assessment
- Understand that observation and documentation are central practices in assessment
- Understand assessment as a positive tool to support young children's learning and development

ECE II

- Describe the theoretical perspectives and core research base regarding the purposes and use of assessment
- Understand that observation and documentation are central practices in assessment
- Understand assessment as a positive tool to support young children's learning and development
- Describe how assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children
- Describe the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas

ECE III

- Analyze and synthesize the theoretical perspectives and research base regarding the purposes and uses of assessment
- Understand that observation and documentation are central practices in assessment
- Understand assessment as a positive tool to support young children's learning and development
- Explain why assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children

- Describe the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas

Teacher self-assessment _____

3B Know a wide range of types of assessments, their purposes and their associated methods and tools.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify common types of assessments that are used in early learning settings
- Identify the components of an assessment cycle including the basics of conducting systematic observations

ECE II

- Describe the structure, strengths, and limitations of a variety of assessment methods and tools (including technology-related tools) used with young children
- Describe the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations

ECE III

- Describe the structure, strengths, limitations, validity and reliability of a variety of assessment methods and tools (including technology-related tools), including formative and summative, qualitative and quantitative, and standardized assessment tools, used with young children
- Explain components of an assessment cycle including making decisions on “who, what, when, where, and why” in conducting systematic observations, selecting the most appropriate assessment method to gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching

Teacher self-assessment _____

3C

Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify the appropriateness of features of assessments for the developmental stage, culture, language, and abilities of the children being assessed
- Support the use of assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice
- Identify that assessments must be selected or modified to identify and support children with differing abilities
- Identify legal and ethical issues connected to assessment practices
- Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data

ECE II

- Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed
- Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts
- Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice
- Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities
- Describe the limitations of various assessment tools and minimize the impact of these tools on young children
- Analyze data from assessment tools to make instructional decisions and set learning goals for all children

ECE III

- Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed (including high stakes assessments used for more than informing practice)
- Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts
- Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice
- Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities

- Explain the research base and theoretical perspectives behind harmful uses of biased or inappropriate assessments
- Explain the developmental, cultural, and linguistic limitations of various assessment tools; recognize the circumstances under which use of these tools may be inappropriate (including the use of their results); minimize the impact of these tools on young children; and advocate for more appropriate assessments
- Analyze data from assessment tools to make instructional decisions and set learning goals for children, differentiating for all children including those who are exceptional learners
- Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data as well as support others on the teaching team in doing so
- Communicate and advocate for the ethical and equitable use of assessment data for multiple audiences including families, early learning setting leadership, allied professionals and policymakers

Teacher self-assessment _____

3D

Build assessment partnerships with families and professional colleagues.

Beginning

- Requires information/education related to the indicator

ECE I

- Partner with families and other professionals to support assessment-related activities
- Support young children as part of IFSP and IEP teams

ECE II

- Initiate, nurture and be receptive to requests for partnerships with young children, their families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children
- Work with colleagues to conduct assessments as part of IFSP and IEP teams
- Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs

ECE III

- Demonstrate ability to skillfully communicate with families about the potential need for further assessment/supports when this information may be difficult for families to hear
- Work with colleagues to conduct assessments as part of IFSP and IEP teams
- Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs

Teacher self-assessment _____

**Notes &
Goals:**

4. DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPROPRIATE TEACHING PRACTICES

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

4A Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

Beginning	Requires information/education related to the indicator
ECE I	- Establish positive and supportive relationships and interactions with young children - Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting - Support a classroom culture that respects and builds on all that children bring to the early learning setting
ECE II	- Describe the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children - Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting
ECE III	- Analyze and synthesize the theoretical perspectives and research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children - Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting
	Teacher self-assessment _____

4B Understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children.

Beginning

- Requires information/education related to the indicator
-

ECE I

- Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills
 - Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live
-

ECE II

- Describe the theoretical perspectives and core research base about various teaching strategies used with young children
 - Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live
 - Use teaching practices that incorporate the various types and stages of play that support young children's development
 - Use teaching practices that support development of young children's executive function skills
-

ECE III

- Analyze and synthesize the theoretical perspectives and research base on various instructional practices used with young children
 - Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children
 - Design, facilitate and evaluate teaching practices that incorporate the various types and stages of play that support young children's development
 - Design, facilitate and evaluate teaching practices that support development of young children's executive function skills
-

Teacher self-assessment _____

4C

Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Beginning

- Requires information/education related to the indicator

ECE I

- Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management

ECE II

- Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management
- Guide and supervise implementing effective teaching practices and learning environments
- Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines

ECE III

- Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management
- Guide and supervise implementing effective teaching practices and learning environments
- Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines

Teacher self-assessment _____

Notes & Goals:

5. KNOWLEDGE, APPLICATION, AND INTEGRATION OF ACADEMIC CONTENT IN THE EARLY CHILDHOOD CURRICULUM

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

5A Understand content knowledge and resources—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early education curriculum.

Beginning	○ Requires information/education related to the indicator
ECE I	○ Has preparation in general education content areas as demonstrated through holding a high school credential or equivalent
ECE II	○ Has preparation in general education content areas as demonstrated through holding an associate degree
ECE III	○ Has preparation in a broad range of general education content areas as demonstrated through holding a baccalaureate degree
	Teacher self-assessment _____

5B Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area

Beginning	○ Requires information/education related to the indicator
ECE I	○ Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn

ECE II

- Describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions
- Describe how to engage young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas

ECE III

- Analyze and synthesize the theoretical perspectives and research base undergirding pedagogical content knowledge
- Analyze models of engaging young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas

ECE II

- Describe the theoretical perspectives and core research base about various teaching strategies used with young children
- Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live
- Use teaching practices that incorporate the various types and stages of play that support young children's development
- Use teaching practices that support development of young children's executive function skills

Teacher self-assessment _____

5C

Modify teaching practices by applying, expanding, integrating and updating my content knowledge in the disciplines, my knowledge of curriculum content resources, and my pedagogical content knowledge.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify early learning standards relevant to the state and/ or early learning setting
- Support implementation of curriculum across content areas for birth- age 8 settings
- Support implementation of curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in birth-age 8 settings

ECE II

- Identify early learning standards relevant to the state and/ or early learning setting
- Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings

- Support the implementation of curriculum across content areas for K-3 settings
- Select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in birth-five settings
- Support implementation of curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in K-3 settings
- Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

ECE III

- Analyze the content in an integrated curriculum across content areas for birth-age 8 settings
- Select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning for birth-age 8 settings
- Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

Teacher self-assessment _____

Notes & Goals:

6. PROFESSIONALISM AS AN EARLY CHILDHOOD EDUCATOR

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

6A Identify and involve myself with the early childhood field and serve as an informed advocate for young children, families, and the profession.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify as a committed professional in the early childhood education field
- Be a member of a professional early childhood education organization (at the local, state, or national level)
- Identify basic professional and policy issues in the profession, such as compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues
- Advocate for resources and policies that support young children and their families as well as for early childhood educators, with a primary focus on advocacy within the early learning setting

ECE II

- Describe the distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole
- Describe the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues
- Describe the basics of how public policies are developed
- Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national levels

ECE III

- Take responsibility for increasing the stature of the early childhood field

- Analyze and synthesize the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues
- Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national or global levels

Teacher self-assessment _____

6B Know about and uphold ethical and other early childhood professional guidelines.

Beginning

- Requires information/education related to the indicator

ECE I

- Identify the core tenets of the NAEYC Code of Ethical Conduct and abide by its ideals and principles
- Practice confidentiality, sensitivity and respect for young children, their families, and colleagues
- Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities
- Identify the basic elements of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations

ECE II

- Use the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas
- Practice confidentiality, sensitivity and respect for young children, their families, and colleagues
- Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities
- Reflect upon and integrate into practice professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/ designation in the profession

ECE III

- Facilitate the use of the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas
 - Practice confidentiality, sensitivity and respect for young children, their families, and colleagues
- Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

- Explain the background and significance of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations

Teacher self-assessment _____

6C Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and work with families and colleagues.

Beginning

- Requires information/education related to the indicator

ECE I

- Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate
- Support communication with families in their preferred language
- Use clear and positive language and gestures with young children
- Use a positive, professional tone to communicate with families and colleagues
- Use appropriate technology to support communication with colleagues and families, as appropriate

ECE II

- Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate
- Support communication with families in their preferred language
- Use clear and positive language and gestures with young children
- Use a positive, professional tone to communicate with families and colleagues
- Use appropriate technology to support communication with colleagues and families, as appropriate
- Conduct sensitive, challenging conversations with young children, their families, and colleagues

ECE III

- Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate
- Support communication with families in their preferred language
- Use clear and positive language and gestures with young children
- Use a positive, professional tone to communicate with families and colleagues
- Use appropriate technology to support communication with colleagues and families, as appropriate
- Conduct sensitive, challenging conversations with young children, their families, and colleagues

Teacher self-assessment _____

6D**Engage in continuous, collaborative learning to inform practice.****Beginning**

- Requires information/education related to the indicator

ECE I

- Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children
- Participate in and act on guidance and reflective supervision related to strengths and areas for growth
- Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team
- Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

ECE II

- Identify the theoretical perspectives and research base related to continuous and collaborative learning and leadership
- Lead teaching teams in birth through age 5 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting
- Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team
- Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

ECE III

- Describe the theoretical perspectives and research base related to continuous and collaborative learning and leadership
- Lead teaching teams in birth through age 8 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting
- Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team
- Lead collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

Teacher self-assessment _____

6E

Develop and sustain the habit of reflective and intentional practice in my daily practice with young children and as a member of the early childhood profession.

Beginning

- Requires information/education related to the indicator

ECE I

- Regularly reflect on teaching practice and personal biases to support each child's learning and development
- Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleague

ECE II

- Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry
- Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues

ECE III

- Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry
- Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues

Teacher self-assessment _____

Notes & Goals:

7. PROMOTING CHILDREN'S HEALTH AND WELLNESS

Early childhood professionals prioritize the health, safety, and well-being of young children by creating and maintaining safe and healthy learning environments, promoting healthy habits, and partnering with families to support children's physical, cognitive, social, and emotional development. They (a) ensure the health, safety, and well-being of young children. They (b) create supportive and inclusive learning environments that address the diverse needs of children and families.

7A Promote the health and safety of young children at home and in early learning and development settings.

Beginning

- Requires information/education related to the indicator

ECE I

- Demonstrate basic health strategies to support children's well-being.
- Follow basic infection control measures, such as regular handwashing, disinfecting surfaces, and encouraging proper hygiene among children.
- Learn and follow basic safety precautions and procedures to help prevent injuries in the learning environment.
- Ensure play areas are clean, organized, and free from obvious hazards to provide a basic level of safety for children.
- Maintain awareness of children's activities by staying present, scanning the environment, and positioning staff to provide basic supervision.
- Understand the importance of physical activity and exercise in supporting young children's health and development.
- Understand emergency procedures and adhere to essential safety protocols during drills and actual emergencies.

ECE II

- Actively model and integrate effective strategies to promote the health and well-being of children in daily routines.
- Consistently implement infection prevention strategies, including enforcing illness policies, promoting respiratory hygiene, and maintaining a clean and sanitized classroom environment.
- Actively implement and model safety practices while monitoring the environment to reduce risks and ensure children's well-being.
- Regularly inspect and maintain play environments, implementing safety guidelines and supervision strategies to prevent injuries and promote safe exploration.
- Actively monitor children through strategic positioning, continuous scanning, and engaging interactions to ensure safety and support learning.
- Actively incorporate age-appropriate physical activities to promote motor skills, strength, and overall well-being.
- Actively implement emergency plans, conduct regular drills, and ensure children understand safety routines while maintaining a calm and organized response.

ECE III

- Lead by example, consistently modeling and embedding comprehensive health promotion strategies into the curriculum, fostering a culture of well-being and lifelong healthy habits for children.
- Develop and oversee a comprehensive infection control plan by integrating best practices, training staff and families on disease prevention, and proactively adapting protocols based on public health guidelines.
- Lead and advocate for comprehensive safety protocols, train others in injury prevention strategies, and continuously assess and improve safety measures.
- Design and maintain dynamic, developmentally appropriate play spaces that integrate safety measures, risk assessment, and active supervision to foster both security and enriching learning experiences for children.
- Implement a proactive and intentional supervision system, utilizing strategic positioning, real-time assessment of risks, and responsive engagement to foster a safe, supportive, and enriching early childhood environment.
- Champion the need for regular physical activity by creating engaging movement opportunities and promoting healthy habits in early childhood settings.
- Lead comprehensive emergency preparedness by developing, refining, and training staff on safety protocols, conducting risk assessments, and ensuring a proactive, coordinated response to emergencies in collaboration with families and emergency services.

Teacher self-assessment _____

7B Exhibit an understanding of young children's nutritional needs and support the development of healthy eating habits, including assisting children in identifying their hunger and fullness cues to prevent obesity.**Beginning**

- Requires information/education related to the indicator

ECE I

- Recognize the basic nutritional needs of young children and support healthy eating habits by providing appropriate meals and snacks.
- Support children in recognizing and understanding their body's signals of hunger and fullness.

ECE II

- Actively teach children about healthy eating habits by modeling balanced choices, engaging them in conversations about nutrition, and creating a supportive atmosphere for trying new foods.
- Actively support children's understanding of hunger and fullness cues by modeling mindful eating, encouraging self-regulation, and avoiding pressure to eat beyond their needs

ECE III	○ Develop and advocate for comprehensive nutrition plans by collaborating with families, incorporating culturally diverse and dietary-specific needs, and integrating nutrition education into daily routines to support lifelong healthy eating habits. ○ Implement a comprehensive approach to nutrition education by integrating lessons on listening to body signals, promoting healthy eating habits, and collaborating with families to reinforce self-regulation and prevent obesity.
	Teacher self-assessment _____

7C Recognize signs of child abuse and neglect and the role of early childhood educators as mandated reporters.

Beginning	○ Requires information/education related to the indicator
ECE I	○ Develop an understanding of the signs of child abuse and neglect and the responsibilities of early childhood educators as mandated reporters.
ECE II	○ Actively observe and document concerns while following proper reporting procedures to ensure child safety and well-being.
ECE III	○ Lead efforts to educate and support staff in recognizing, reporting, and preventing child abuse and neglect while advocating for child protection policies and resources.
	Teacher self-assessment _____

7D Create and maintain a safe, supportive, and nurturing learning environment that promotes children's emotional security and mental well-being.

Beginning	○ Requires information/education related to the indicator
ECE I	○ Develop an awareness of the importance of a safe and supportive learning environment that nurtures children's emotional security and well-being. ○ Provide a supportive environment and positive interactions that help children build self-confidence and a sense of independence. ○ Arrange spaces and materials to create a structured and engaging environment that supports positive interactions and minimizes disruptions.

- Establish secure relationships where children feel safe seeking comfort and encouragement from caring adults, helping them gain confidence to explore, take risks, and begin solving problems with guidance.
- Identify possible challenges children may face, including exposure to poverty or violence.
- Provide simple activities like art, music, and play that allow children to express their emotions in a safe and supportive environment.
- Establish a supportive classroom culture by modeling and reinforcing positive guidance strategies that encourage self-regulation and mutual respect.
- Foster a welcoming environment by treating all children with kindness and ensuring basic inclusivity in classroom interactions and materials.

ECE II

- Implement strategies to create and maintain a nurturing environment that fosters emotional security and supports children's mental well-being.
- Intentionally design environments and engage in meaningful interactions that nurture children's positive self-concepts while encouraging autonomy and decision-making.
- Thoughtfully design and adapt spaces and materials to encourage cooperative play, foster social connections, and reduce opportunities for disruptive behaviors.
- Nurture secure relationships that allow children to rely on caring adults for comfort and encouragement, helping them develop confidence to assess risks, solve problems independently, and build resilience through guided reflection.
- Actively recognize and respond to signs of adversity by providing appropriate support, referrals, and a nurturing environment to promote children's well-being.
- Intentionally incorporate diverse opportunities, including dramatic play and social-emotional learning activities, to help children recognize, express, and manage their emotions effectively.
- Actively teach and integrate positive guidance strategies to nurture self-regulation, empathy, and a sense of belonging among children.
- Actively implement inclusive practices by adapting activities, using diverse materials, and providing support to meet the needs of all children, regardless of background or abilities.

ECE III

- Lead and advocate for policies and best practices that ensure a consistently safe, supportive, and emotionally enriching learning environment for all children.
- Strategically create enriching environments and foster empowering interactions that cultivate strong self-concepts, promote self-efficacy, and inspire children to confidently navigate their independence.
- Proactively and strategically organize learning environments with intentional placement of materials and flexible spaces that anticipate children's needs, promote meaningful interactions, and naturally guide positive behavior.

- Guide parents and educators in understanding the significance of children's secure relationships with trusted adults and how these connections nurture emotional well-being, resilience, and a solid foundation for lifelong learning and growth.
- Proactively implement trauma-informed practices, collaborate with families and community resources, and advocate for policies that support children facing adversity, ensuring a safe and supportive learning environment.
- Design and implement a comprehensive approach to emotional expression, integrating structured and open-ended activities across the curriculum while fostering a classroom culture that supports emotional well-being and resilience.
- Create and sustain a supportive classroom culture by modeling, teaching, and embedding positive guidance techniques that empower children to take ownership of their behavior, strengthen peer relationships, and contribute to a deeply connected classroom community.
- Design and sustain a fully inclusive and equitable classroom culture by embedding diverse perspectives, individualized support, and proactive strategies that celebrate differences and promote a strong sense of belonging for every child.

Teacher self-assessment _____

7E

Understand and support the connection between child and family mental health and positive learning experiences and environments.

Beginning

- Requires information/education related to the indicator

ECE I

- Recognize the impact of child and family mental health on learning experiences and the overall environment.
- Identify signs that family stressors may be affecting a child's behavior, emotions, or development and report concerns to appropriate personnel.
- Maintain open communication with families, listen to their concerns, and provide basic guidance or referrals when needed.

ECE II

- Actively support child and family well-being by implementing strategies that foster positive learning experiences and environments.
- Actively observe and respond to the effects of family stressors by providing emotional support, fostering a stable environment, and connecting families with relevant resources.
- Actively engage with families to address concerns, share parenting strategies, and offer resources that support their child's development and well-being.

ECE III

- Advocate for and integrate policies and practices that prioritize mental health, creating a supportive and enriching learning environment for children and families.
- Proactively collaborate with families, colleagues, and community services to address family stressors, implement trauma-informed practices, and advocate for policies that support children's well-being and development.
- Build strong, collaborative partnerships with families by providing tailored support, facilitating parenting workshops, and connecting them with community resources to enhance their parenting skills and strengthen family well-being.

Teacher self-assessment _____

**Notes &
Goals:**

8. LEADING HIGH QUALITY EARLY CHILDHOOD PROGRAMS

Early childhood professionals demonstrate effective leadership and management skills to ensure high-quality program operations that support a positive and productive work environment for all staff. They (a) recognize the importance of strong leadership in effective program management. They (b) have a commitment to continuous improvement. They (c) advocate for the needs of the early childhood workforce within the program and the broader profession.

8A Apply a deep understanding of organizational structure to effectively implement its mission, policies, and procedures while providing strong leadership in program management to ensure alignment with a unified vision.

Beginning	○ Requires information/education related to the indicator
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ECE I	○ Understand organizational structure to implement its mission, policies, and procedures while supporting program management efforts.
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ECE II	○ Apply a solid understanding of organizational structure to implement its mission, policies, and procedures while leading program management to ensure alignment with the organization's vision.
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ECE III	○ Leverage a deep understanding of organizational structure to strategically implement its mission, policies, and procedures while providing visionary leadership in program management to drive cohesion and long-term organizational success.
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Teacher self-assessment _____

8B Ensure compliance with all licensing regulations while striving to meet and uphold professional quality standards, using a structured approach to program evaluation to enhance and sustain ongoing quality improvement.

Beginning	○ Requires information/education related to the indicator
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ECE I	○ Understand and follow basic licensing regulations to maintain compliance in daily operations. ○ Understand and meet the basic quality improvement standards for early childhood programs.
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ECE II	○ Regularly review and implement policies and procedures to ensure compliance with all relevant licensing standards and regulations. ○ Implement strategies to consistently improve program quality, regularly assessing and aligning with quality improvement standards.
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ECE III

- Lead efforts to continuously monitor, assess, and improve program practices to exceed licensing requirements and advocate for regulatory changes when necessary.
- Lead efforts to exceed quality improvement standards, fostering innovation and continuous improvement to enhance program outcomes.

Teacher self-assessment _____

8C

Demonstrate strong communication, organization, record-keeping, and technology skills to support efficient program operations.

Beginning

- Requires information/education related to the indicator

ECE I

- Clearly convey information and actively listen to team members to ensure understanding.
- Manage schedules, adhere to deadlines, and ensure smooth program operations.
- Accurately document and store essential records to meet basic compliance requirements.
- Use essential technology tools to complete daily tasks and maintain basic program operations.

ECE II

- Adapt communication styles to different audiences, provide constructive feedback, and facilitate open discussions.
- Prioritize tasks, manage resources efficiently, and implement systems to improve workflow and productivity.
- Implement organized systems for tracking, retrieving, and maintaining records efficiently.
- Leverage digital tools and software to improve efficiency, data management, and communication within the program.

ECE III

- Strategically communicate to inspire, resolve conflicts, and drive collaboration while fostering a culture of transparency and trust.
- Develop and refine long-term strategies, streamline processes, and optimize program structures for sustained success and growth.
- Develop and optimize record-keeping processes to ensure accuracy, security, and long-term accessibility for program improvement and compliance.
- Implement and optimize advanced technology solutions to streamline operations, enhance decision-making, and drive innovation.

Teacher self-assessment _____

8D Demonstrate proficiency in financial management and planning while maintaining knowledge of current systems, tools, and resources available to support program sustainability.

Beginning	Requires information/education related to the indicator
ECE I	- Track expenses and revenue to maintain a balanced budget and meet essential financial obligations. - Stay informed about essential systems, tools, and resources that support program sustainability.
ECE II	- Develop a financial plan that includes budgeting, forecasting, and resource allocation to support program growth and sustainability. - Regularly explore and integrate new tools and resources to enhance efficiency, effectiveness, and sustainability.
ECE III	- Implement long-term financial strategies, secure diverse funding sources, and optimize financial operations to ensure stability and continuous improvement. - Continuously evaluate, adopt, and advocate for innovative systems and best practices to drive long-term program success and growth.
	Teacher self-assessment _____

8E Foster a strong, inclusive team by embracing diverse perspectives, advocating for equity, and ensuring all voices are valued and heard.

Beginning	Requires information/education related to the indicator
ECE I	- Engage with colleagues and respond to their communications in a timely and respectful manner. - Encourage open communication and invite team members to share their thoughts. - Acknowledge and appreciate differences in backgrounds, perspectives, and experiences. - Recognize that systemic barriers exist and acknowledge the need for fairness in opportunities.
ECE II	- Actively collaborate with team members by offering constructive feedback and supporting their goals to foster a positive working environment. - Actively seek input from all team members, addressing imbalances in participation and creating a safe space for dialogue. - Actively seek to learn from diverse cultures, identities, and viewpoints while fostering inclusivity. - Actively support policies and actions that address disparities and promote inclusivity.

ECE III

- Cultivate long-term professional relationships by building trust through transparent communication, understanding diverse perspectives, and facilitating teamwork across departments.
- Implement structures and practices that empower underrepresented voices, ensuring equitable influence in decision-making.
- Advocate for and implement systemic changes that promote representation, equity, and belonging in all spaces.
- Lead initiatives that challenge structural inequities, empower marginalized communities, and create lasting systemic change.

Teacher self-assessment _____

**Notes &
Goals:**

9. PROMOTING THE WELL-BEING OF EARLY CHILDHOOD PROFESSIONALS

Early childhood professionals recognize the importance of their own well-being and actively engage in practices that support their professional growth and resilience. They (a) recognize the importance of self-care and well-being for early childhood professionals. They (b) recognize the demanding nature of the work and (c) appreciate the need for educators to prioritize their own mental and emotional health to effectively support children and families.

9A Recognize the vital role each professional plays in shaping the future and creating lasting, positive outcomes for young children.

Beginning	○ Requires information/education related to the indicator
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ECE I	○ Understand the importance of this profession in shaping the future and influencing young children's growth.
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ECE II	○ Embrace the meaningful role in fostering positive, lasting outcomes for young children through daily interactions and experiences.
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ECE III	○ Take responsibility for driving change, inspiring others, and making a lasting impact on the future of early childhood education.
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Teacher self-assessment _____

9B Gain a comprehensive understanding of systems and resources that support the early childhood workforce while utilizing local, state, and national initiatives to enhance staff well-being and maximize performance.

Beginning	○ Requires information/education related to the indicator
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ECE I	○ Develop a basic understanding of the systems and resources available to support the early childhood workforce, including local, state, and national initiatives.
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ECE II	○ Effectively leverage available tools, supports, and initiatives to promote staff well-being, professional growth, and workplace effectiveness.
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ECE III	○ Actively advocate for and implement strategic initiatives that enhance staff well-being, optimize performance, and strengthen the early childhood workforce at all levels.
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Teacher self-assessment _____

9C Identify and address challenges in the early childhood profession by staying informed, adapting to changing needs, and implementing proactive solutions to support its growth and advancement.

Beginning	Requires information/education related to the indicator
ECE I	Recognize changes in the early childhood landscape and adjust practices to meet immediate requirements.
ECE II	Stay informed on evolving trends and policies and use this knowledge to develop and implement strategies that support continuous improvement in early childhood education, emphasizing professional development.
ECE III	Lead innovation in response to changing needs, advocating for and implementing strategic adjustments to improve program outcomes and drive systemic change in early childhood education.
	Teacher self-assessment _____

9D Understand and support the connection between staff mental health and effective teaching practice.

Beginning	Requires information/education related to the indicator
ECE I	- Recognize the importance of a safe and supportive workplace by fostering respect, open communication, and a positive environment for all staff. - Recognize the importance of work-life balance by setting basic boundaries, managing time effectively, and incorporating self-care into daily routines. - Acknowledge the importance of mental well-being in building emotional resilience and providing effective support to children and families. - Develop awareness of the signs of compassion fatigue and burnout, acknowledging their impact on well-being and effectiveness.
ECE II	- Implement policies and practices that promote physical, psychological, and emotional well-being, ensuring staff feel valued, supported, and secure. - Actively implement strategies to balance work and personal life, such as prioritizing tasks, delegating responsibilities, and setting firm boundaries to maintain well-being. - Actively engage in self-care practices and stress management techniques to strengthen emotional resilience and maintain readiness to support children and families.

ECE III

- Actively monitor personal stress levels, implement self-care strategies, and seek support when experiencing signs of burnout or compassion fatigue.

- Lead initiatives to create and sustain a workplace culture that prioritizes safety, well-being, and inclusivity, continuously assessing and improving support systems for all staff.
- Model and promote a healthy work-life balance by fostering a workplace culture that values time management, boundary-setting, and self-care to prevent burnout and enhance overall productivity.
- Lead by example in prioritizing mental well-being, advocating for policies and practices that promote emotional resilience and a supportive environment for both staff and the families they serve.
- Advocate for a supportive work environment by promoting awareness, encouraging open discussions, and implementing resources to prevent and address compassion fatigue and burnout.

Teacher self-assessment _____

Notes & Goals: