



**COLORADO**

**Department of Early Childhood**

# **Colorado's Competencies for Early Childhood Educators and Professionals**

Updated Spring 2021

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## Introduction

### **What Competencies Are and Why They Matter**

Competencies describe what a professional knows and can do. In early care and education, there are endless pieces of knowledge and many skills that you apply every day as you care for and educate young children. One set of competencies can't possibly include everything you do every day because it would be too long. All of your interactions with children, families, colleagues, and consultants build your skills and are important to your professional development. But not all of these skills can be documented. A set of competencies, therefore, aims to describe the big picture of what matters most to children and families in early care and education settings.

### **Updates to the Competencies for Early Childhood Educators and Professionals**

Competencies are always changing! As the early childhood field learns more about what matters most and as our professional settings change, the way we talk about what we know and can do also changes. Periodically, as a field we agree on updates to the competencies. Then we work together to make sure that professional development opportunities for early childhood professionals align with the competencies. The first set of statewide competencies were developed through a collaborative process and adopted in 2015. Since the publication of those competencies, we have gathered feedback from the field on their usefulness. We now have an updated set of competencies that is based on this feedback and ready to be published.

The major updates to the competencies are based on the input that we have received. The major updates can be summarized in two categories: Simplification and Cultural Responsiveness.

### **Simplifying the Competencies**

The first set included 128 competencies across four levels. While all of these do matter and are important, educators and other early childhood professionals told us it was too much to keep track of. The updated competencies take into account that the main roles that use the competencies and the self-assessment in the PDIS are people who directly care for children in child care settings. The new set of competencies is 96 competencies with three levels instead of four. The fourth level, and several of the competencies that were removed, were more specific to administrative or other roles. We have also tried to simplify the language across all the competencies to make them clearer.

### **Enhancing the Focus on Culturally Responsive Practices**

The children who make up our next generation of leaders and community members are more diverse than ever. Yet the current early care and education workforce does not reflect this diversity. The updated set of competencies includes a focus on culturally responsive and anti-bias knowledge and skills across all competencies and levels.

Culturally responsive care and education has been identified as a place where all of us (including the system itself) have room to grow. With more culturally responsive practices embedded throughout the competencies, professionals will have more opportunities to grow and learn in this area.

## **What are the content areas of Colorado's Competencies for Early Childhood Educators and Professionals?**

There are seven different content areas, or domains, in the Colorado Competencies for Early Childhood Educators and Professionals. These domains together describe the knowledge and skills that early childhood educators need to work effectively with children, birth through age eight, and their families. Continuing education, including college classes, professional development courses, and training events, help professionals to increase their knowledge and skills within the competencies. Throughout the competencies, there is an increased focus on cultural competence and inclusion of all children.

## **The seven domains in Colorado's Competencies for Early Childhood Educators and Professionals include:**

1. Child Growth, Development, and Learning (CGDL)
2. Child Observation and Assessment (COA)
3. Family and Community Partnerships (FCP)
4. Social-Emotional Health and Development Promotion (SEHD)
5. Health, Safety, and Nutrition (HSN)
6. Professional Practice (PP)
7. Teaching Practice (TP)

## **What are the three levels of competence?**

Colorado's Competencies for Early Childhood Educators and Professionals are based on a revised framework of three levels of competence. The levels include the basic knowledge and skills needed to enter the field. The levels also consider the knowledge and skills needed to progress to advanced levels of mastery through academic coursework and a wide range of experiences. The three levels are cumulative, which means that early childhood educators with competence at a level three have the skills and knowledge to meet all the competencies in the same category at levels one and two.

Early childhood educators advance up the levels through education, participating in training, getting involved in mentoring/coaching, and using reflective practices. A professional's skills and knowledge may be at different levels depending on the competency domain, as well as the professional's role, work setting, and experience.

## **Description of the competency levels**

**Level 1:** Can describe foundational knowledge and basic skills needed to support quality care and education for young children.

**Level 2:** Demonstrates the skills and knowledge at level one and can also apply skills and knowledge to create effective early childhood environments and experiences for children.

**Level 3:** Demonstrates and applies the skills and knowledge of levels one and two while also focusing on integration, reflective review, and making adjustments to ensure the highest quality environments for children and their families.

## Domains and Competencies

### DOMAIN #1: Child Growth, Development, and Learning (CGDL)

Rationale: Regardless of culture, gender, age, race or ability, understanding children’s growth, development, and learning helps you recognize and anticipate the milestones and sequences of development. Knowing how children grow, develop, and learn allows early childhood educators to create, guide, and monitor learning experiences and opportunities that address all domains of child development as defined in the Colorado Early Learning and Development Guidelines (ELDG). Developmentally appropriate learning experiences consider a child’s developmental abilities, temperament, home language and cultural background, needs, and learning styles. Developmentally appropriate learning also recognizes factors such as family characteristics and influences from the community. When professionals have a full understanding of child growth, development, and learning, all children are valued as individuals and programs can achieve inclusivity.

#### Category: Knowledge of Developmental Domains (as Described in the ELDG), Changes and Milestones

Level 1	Level 2	Level 3
<b>CGDL 1.1.</b> Can identify and describe the different developmental domains and the related indicators in the Colorado ELDG.	<b>CGDL 1.2.</b> Modifies environments and plans experiences to address the cultural and individual needs of children. Includes focus on all ELDG developmental domains and across the ages that are included in the environment.	<b>CGDL 1.3.</b> Integrates and analyzes current theory, policies, and research on the domains of child growth and development in the ELDG. Understands their interconnectedness and applies this understanding to meet the cultural and individual needs of children.
<b>CGDL 2.1.</b> Can explain major theories of child growth and development including perspectives of Black, Indigenous, and People of Color (BIPOC), as well as Lesbian, Gay, Bi, Trans, Queer & other (LGBTQ+) theorists.	<b>CGDL 2.2.</b> Applies current research and theory on developing children, including BIPOC and LGBTQ+ perspectives, to ensure the program meets the needs of all children and families (regardless of culture, gender, age, race, ability, etc.).	<b>CGDL 2.3.</b> Integrates practices, policies, and decisions that positively impact children and their families, based on current and culturally relevant developmental theory and research.

<p><b>CGDL 3.1.</b> Can describe current research, including BIPOC and LGBTQ+ perspectives, on the importance of early experiences in child development, with particular emphasis on brain development.</p>	<p><b>CGDL 3.2.</b> Uses knowledge of the current research and pedagogy and teaching practices (e.g., early brain development, continuity of care) to implement culturally responsive strategies. These strategies support environments, interactions, relationship-building, and experiences that foster positive brain development and emotional competence.</p>	<p><b>CGDL 3.3.</b> Utilizes knowledge of child development to recognize possible developmental delays within cultural context. Gathers, synthesizes, and provides observational and assessment documentation to community partners, with family permission, to identify and provide support to children responsively and proactively.</p>
<p><b>CGDL 4.1.</b> Can describe current research, including BIPOC and LGBTQ+ perspectives, on the importance of early experiences in the development of the whole child, including the impacts of trauma and racism on the brain.</p>	<p><b>CGDL 4.2.</b> Uses knowledge of the current research and pedagogy and teaching practices (e.g., impacts of trauma and racism) to implement culturally responsive and affirming strategies. These strategies support environments, interactions, relationship-building, and experiences that foster positive brain development and emotional competence.</p>	<p><b>CGDL 4.3.</b> Understands and analyzes current research and resources from a variety of perspectives, including BIPOC and LGBTQ+, that inform best practices and developing trends in early education and society. Includes emphasis on brain development and the impacts of trauma and racism on children’s brain development.</p>

### Category: Individual Needs and Differences

Level 1	Level 2	Level 3
<p><b>CGDL 5.1.</b> Can explain the need for and the purpose of gathering information from families about each child’s development and individual needs. Includes information regarding necessary accommodations for the child, modifications and/or adaptations for the child, and family cultural practices.</p>	<p><b>CGDL 5.2.</b> Gathers information about each child’s development, individual needs, necessary accommodations, modifications and/or adaptations, and family cultural practices. Uses this information to support the individual needs and learning experiences of each child by providing materials, activities, and an environment that affirms, supports, and respects cultural perspectives.</p>	<p><b>CGDL 5.3.</b> Uses information gathered to plan and fully integrate culturally responsive, respectful learning strategies and to create opportunities for families to support their child’s development.</p>

<p><b>CGDL 6.1.</b> Can describe how stress and trauma, as well as wellness and building resilience, impact child development and learning.</p>	<p><b>CGDL 6.2.</b> Applies knowledge of how stress, trauma, wellness, and resilience impact child development and learning. Provides resilience-informed care and education to each child and family.</p>	<p><b>CGDL 6.3.</b> Analyzes research on stress, trauma, wellness, and resiliency strategies, including BIPOC and LGBTQ+ perspectives, to inform and design robust guidance and support for children and families.</p>
<p><b>CGDL 7.1.</b> Can describe the individuality of child growth and development including genetic, environmental, linguistic, and cultural influences.</p>	<p><b>CGDL 7.2.</b> Implements culturally and linguistically responsive classroom experiences that support and affirm every child’s learning, strengths, needs, and sense of belonging.</p>	<p><b>CGDL 7.3.</b> Researches and plans classroom experiences, based on best practices, that proactively address, support and affirm every child’s individuality, their needs and strengths, cultural and linguistic acceptance, and a strong sense of belonging.</p>
<p><b>CGDL 8.1.</b> Can describe the history, concept, and rationale behind inclusive education, including the intersection of race, culture, and ability for families of color. Considers the unique abilities of all children (regardless of culture, gender, age, race, ability, etc.) and believes in the benefits of children’s full participation in activities and daily routines.</p>	<p><b>CGDL 8.2.</b> Applies knowledge and understanding of the elements of inclusion to create an environment where all children are individually valued and included. Ensures children’s individual goals or outcomes are culturally responsive and incorporated into daily activities, routines, and curriculum planning.</p>	<p><b>CGDL 8.3.</b> Integrates equity-focused program policies, procedures, and practices that support a sense of belonging and full participation for children with special needs.</p>
<p><b>CGDL 9.1.</b> Can describe the process for identifying and discussing with supervisors their concerns about a child’s development, behavior, or participation in learning activities. Can describe how to create individual child plans with the involvement of family and a multi-disciplinary team.</p>	<p><b>CGDL 9.2.</b> Assists with developing appropriate plans for individual children with the involvement of family and a multi-disciplinary team. Plans may include the use of assistive technology, resources, and services for children with special needs to ensure support for their growth, development, and learning.</p>	<p><b>CGDL 9.3.</b> Applies developmentally appropriate strategies from each child’s individual plan. Analyzes effectiveness and the need for any changes in the support that is provided for a child. Does this with the involvement of the family and a multi-disciplinary team.</p>

<p><b>CGDL 10.1.</b> Can describe Inclusion and Universal Design for Learning (UDL), including legal requirements for children with special needs. Includes requirements under the Individuals with Disabilities Education Act and Section 504.</p>	<p><b>CGDL 10.2.</b> Applies knowledge about Inclusion and Universal Design for Learning (UDL) best practices to help plan accommodations and adaptations for individual children with special needs. This ensures children with special needs are included and able to access learning environments and experiences in culturally responsive and linguistically appropriate ways.</p>	<p><b>CGDL 10.3.</b> Reviews and analyzes adapted learning environments and experiences. Makes adjustments in cooperation with a multi-disciplinary team to ensure that children with special needs can fully participate and to ensure learning experiences are culturally and linguistically appropriate.</p>
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### Category: Fostering Healthy Attachment and Relationships

Level 1	Level 2	Level 3
<p><b>CGDL 11.1.</b> Can describe how attachment and continuity of care relates to the growth, development, and learning of young children. Builds positive relationships with children in their care. Emphasis is placed on understanding culturally responsive, anti-racist/anti-bias and affirming practices to support the development of attachment relationships.</p>	<p><b>CGDL 11.2.</b> Applies knowledge of healthy attachment theory and continuity of care. Utilizes culturally responsive, affirming, and supportive practices to support child growth, development, learning, and healthy relationships with adults and peers. Uses these practices in all aspects of early care and learning, including separations and transitions, changes in staffing patterns, employing staff who speak the child’s home language, caregiving routines, changes in care and/or educational settings, etc.</p>	<p><b>CGDL 11.3.</b> Reviews and analyzes continuity of care practices within own practice and program. Develops and improves practices to support positive transitions and relationships between the child and all caregivers with an emphasis on consistency and practices that are culturally responsive, affirming, and anti-racist/anti-bias.</p>

## DOMAIN #2: Child Observation and Assessment (COA)

Rationale: Child observation and assessment gives early childhood educators reliable and valid procedures and practices to gather information on an individual child's growth and development. By gathering information on growth, achievement, learning styles, interests, experiences, challenges - as well as an understanding of the individual child (regardless of culture, gender, age, race, ability, etc.) - the curriculum can effectively support children through the developmental stages. Policies, procedures, and practices for observation and assessment should be sensitive to individual children's needs, culture, home language, and abilities. Policies, procedures, and practices must incorporate ethical standards around confidentiality and unbiased documentation. Sharing results with families and others involved in the child's life is a critical component to child observation and assessment.

### Category: Essential Concepts

Level 1	Level 2	Level 3
<b>COA 1.1.</b> Can describe authentic, naturalistic, culturally responsive, age-appropriate informal and formal observation and assessment methods. Can identify and recognize how own implicit bias may influence assessment practices and interpretation of data.	<b>COA.1.2.</b> Applies appropriate formal and informal child observation and assessment methods, which are embedded in daily curriculum, to gather a well-rounded, accurate, culturally responsive and confidential description of the development of the whole child.	<b>COA 1.3.</b> Monitors, evaluates, and makes adjustments to the system of formal and informal child observation and assessment methods, which are culturally responsive and address all domains of child development.
<b>COA 2.1.</b> Can describe how the results of child observations and assessments are used to adjust and individualize instruction.	<b>COA 2.2.</b> Uses ongoing child observation and assessment data to implement a curriculum that is individualized to the child and is developmentally, linguistically, and culturally appropriate.	<b>COA 2.3.</b> Analyzes how assessment and observation data are being used to inform culturally responsive curriculum to ensure all children's needs are being met. Adjusts the curriculum and professional practice as necessary.

### Category: Gathering and Documenting

Level 1	Level 2	Level 3
<b>COA 3.1.</b> Can identify meaningful information to be gathered about each child's	<b>COA 3.2.</b> Uses child observation and assessment strategies on a regular basis to collect culturally and linguistically relevant	<b>COA 3.3.</b> Compares and analyzes observation and assessment data, considering factors that may influence data

developmental, linguistic, and cultural background.	information about each child. Links information to key instructional/learning goals. Identifies and recognizes how own implicit bias may influence assessment practices and interpretation of data.	(i.e., culture, language, environment, observer bias, and learning styles). Views patterns in developmental progression that inform planning and help determine where further supports are needed. Monitors for possible referrals.
<b>COA 4.1.</b> Can explain how culturally responsive observation and assessment help to identify children with special needs and determine eligibility for services through Early Intervention Colorado and preschool special education.	<b>COA 4.2.</b> Based on observation and assessment, implements culturally responsive supports and resources. Makes referrals to Early Intervention Colorado and preschool special education in response to concerns of delays, disabilities, or disorders for children in various developmental stages.	<b>COA 4.3.</b> Collaborates with IFSP* and IEP** teams, using information from observations and assessments, to inform appropriate strategies that provide optimal support children with special needs.  <i>*Individualized Family Service Plan</i> <i>** Individualized Education Program</i>

**Category: Sharing and Reporting**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>COA 5.1.</b> Can describe the importance of communicating children’s observation and assessment information to families and children in a culturally and linguistically sensitive and supportive manner.	<b>COA 5.2.</b> Shares summaries of children’s observations and assessments with families in their home language in a culturally responsive, sensitive, and supportive manner. When appropriate, facilitates educational planning and sharing of information, with family’s permission, with specialists and other members of a multi-disciplinary team.	<b>COA 5.3.</b> Evaluates how observation and assessment data is shared and seeks support to improve the effectiveness of communication in a way that leads to stronger teamwork with families and better outcomes for children.

## DOMAIN #3: Family and Community Partnerships (FCP)

Rationale: Children’s lives are rooted in their families and communities. Understanding that families exist at the center of their culture, language, home life, and community is essential to build strong connections with children and their families. Celebrating and respecting diversity of ability, language, values, customs, traditions, expectations, and attitudes helps early childhood professionals offer developmentally and culturally appropriate learning opportunities that help children learn and thrive. Understanding that children develop in the context of different family structures and dynamics helps early childhood professionals to honor the needs, strengths, and challenges of each child. Implementing the Strengthening Families Protective Factors framework helps to increase protective factors and prevent child abuse and neglect. When early childhood professionals work collaboratively with community organizations to meet the needs of children and families and to encourage community involvement, we help to optimize a child’s growth, development, and learning.

### Category: Family Partnerships

Level 1	Level 2	Level 3
<p><b>FCP 1.1.</b> Recognizes that families are at the center of their child’s learning, has discussions with families, and gathers information based on the cultural and individual needs of the child for planning purposes.</p>	<p><b>FCP 1.2.</b> Applies family input about their child’s culture, racial identity, language, varied early learning histories, strengths, and challenges when interacting with and guiding children.</p>	<p><b>FCP 1.3.</b> Analyzes and integrates family input related to cultural practices. Integrates this information into programming and family engagement using two-way communication that connects learning in the care setting and learning at home.</p>
<p><b>FCP 2.1.</b> Recognizes, respects, and affirms different parenting styles, family preferences, and cultural beliefs. Recognizes, respects, and affirms the impact of differing styles on children’s learning and development, with an emphasis on anti-bias, anti-racist perspective.</p>	<p><b>FCP 2.2.</b> Applies an understanding of the impact of differing parenting styles and outside factors on children when partnering with families to support growth, learning, and development. Upholds an anti-bias, anti-racist perspective.</p>	<p><b>FCP 2.3.</b> Analyzes and creates ways for families to be partners and leaders in decision-making by ensuring families with differing parenting styles, preferences, and cultural beliefs have support to align learning experiences in the early childhood care setting, at home, and in the community.</p>

## Category: Respect for Diversity

Level 1	Level 2	Level 3
<p><b>FCP 3.1.</b> Recognizes that affirming diversity in language, culture, abilities, socioeconomic level, faith traditions, family structure, and individual differences within the classroom are essential aspects of whole child development.</p>	<p><b>FCP 3.2.</b> Applies knowledge of diversity and anti-bias and anti-racist strategies to implement professional practices, activities, and environments that support children from diverse backgrounds.</p>	<p><b>FCP 3.3.</b> Plans and integrates a culture that promotes anti-bias and anti-racist spaces that reflect and honor the diversity in the classroom and program.</p>
<p><b>FCP 4.1.</b> Is aware that one’s own cultural values, experiences and biases, particularly those that relate to family values, child development, and parenting practices, impact the experiences that children have in care.</p>	<p><b>FCP 4.2.</b> Demonstrates an understanding of how own personal values, expectations, cultural ways of being, and biases influence our understanding of families’ cultural experiences.</p>	<p><b>FCP 4.3.</b> Analyzes own cultural barriers and biases that might hinder the development of mutually respectful relationships with families and community.</p>

## Category: Effective Communication and Dialogue

Level 1	Level 2	Level 3
<p><b>FCP 5.1.</b> Can identify communication strategies in the primary or preferred language of children and families to enable sensitive and appropriate communication (includes African American Vernacular English, ‘Spanglish’ and other language preferences).</p>	<p><b>FCP 5.2.</b> Implements a family communication system using various tools such as translators. Makes information accessible to families regardless of technology access, reading ability, and language differences. Enables access to information on educational materials, daily activities, schedules, children’s development, learning, and progress.</p>	<p><b>FCP 5.3.</b> Analyzes and modifies the quality, accessibility, and inclusiveness of communication strategies to effectively communicate with families based on their preferences.</p>

<p><b>FCP 6.1.</b> Can describe strategies for family-centered problem solving and conflict resolution in a culturally responsive, affirming, and supportive manner.</p>	<p><b>FCP 6.2.</b> Demonstrates effective problem solving and/or conflict resolution strategies with families. Uses community supports that are culturally responsive, affirming, and supportive of diverse cultural beliefs, family preferences, and parenting styles.</p>	<p><b>FCP 6.3.</b> Analyzes potential conflicts involving families in child care settings. Integrates input from families to propose solutions that are culturally responsive and aligned with positive community norms.</p>
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### Category: Building Shared Relationships with Families

Level 1	Level 2	Level 3
<p><b>FCP 7.1.</b> Can describe resilience and the Strengthening Families Protective Factors Framework. Can describe how these factors impact family functioning.</p>	<p><b>FCP 7.2.</b> Uses a strengths-based perspective to support families' resilience. Implements the Strengthening Families Protective Factors Framework.</p>	<p><b>FCP 7.3.</b> Develops and integrates procedures and practices that promote partnerships between the program, families, community resources, and services.</p>
<p><b>FCP 8.1.</b> Recognizes the roles of family members, including cultural variations such as fictive kinship and extended family, and the role of community in children's growth, development, and learning.</p>	<p><b>FCP 8.2.</b> Applies culturally responsive family engagement strategies to enhance opportunities for families. Creates a relationship between the family home, the early childhood setting and the community.</p>	<p><b>FCP 8.3.</b> Reviews family engagement strategies for effectiveness. Makes adjustments to ensure all families and early childhood program staff are engaged in child's growth and education.</p>
<p><b>FCP 9.1.</b> Can list characteristics of a positive, healthy, accessible, inclusive, and culturally welcoming environment for all children and families. Can describe strategies that support all children. Can describe where and when to discuss children's individual goals in a confidential and appropriate manner with family members and early childhood staff.</p>	<p><b>FCP 9.2.</b> Applies strategies that support all children in the learning environment with an emphasis on equity, inclusion, and accessibility. Plans conversations with families and early childhood staff to discuss individual goals from IFSPs, EDPs, or Individual Growth Plans.</p>	<p><b>FCP 9.3.</b> Plans and integrates procedures and practices that include individual supports and intervention to help all children succeed; includes a specific focus on equity.</p>

## Category: Resources that Support Children and Families

Level 1	Level 2	Level 3
<p><b>FCP 10.1.</b> Can identify opportunities for families to network and develop personal relationships with one another.</p>	<p><b>FCP 10.2.</b> Connects families with opportunities that promote networking and relationship-building between families in a culturally and linguistically safe and inclusive way.</p>	<p><b>FCP 10.3.</b> Plans and integrates, in partnership with families, opportunities that promote networking between families. Includes affinity groups, as appropriate.</p>
<p><b>FCP 11.1.</b> Can identify community resources and services available to support children and their families.</p>	<p><b>FCP 11.2.</b> Connects and collaborates with community members to provide resources and services based on cultural and individual family needs. Refers families experiencing potentially harmful levels of stress to culturally responsive and affirming support.</p>	<p><b>FCP 11.3.</b> Develops and integrates procedures and practices that promote partnerships between the program, families, community resources, and services. Reviews and analyzes strategies on culturally responsive guidance and support for families who are experiencing multiple stress factors. Integrates policies and procedures that support these strategies.</p>

## DOMAIN #4: Social-Emotional Health and Development Promotion (SEHD)

Rationale: Incorporating responsive interactions and strategies into an early childhood program helps establish secure, interpersonal relationships (peer-to-peer, adult-to-child, and adult-to-adult) and social-emotional health. Developmentally appropriate guidance strategies help children develop social-emotional health, and better understand themselves as individuals and as members of a group. A warm, caring, culturally and linguistically responsive environment, in which staff consistently use a variety of evidence-based guidance strategies, helps children and families feel respected, valued and accepted. Creating an inclusive and supportive culture requires both individual and group guidance strategies.

### Category: Positive Interactions and Relationships with Individual Children

Level 1	Level 2	Level 3
<b>SEHD 1.1.</b> Can identify examples of positive and culturally responsive interactions and the characteristics of those interactions between the early childhood professional and child (e.g., language, tone of voice, closeness, etc.).	<b>SEHD 1.2.</b> Uses positive relationship techniques and supports to ensure that children have frequent opportunities to interact with early childhood professionals, other adults, and their peers in culturally responsive, respectful, and meaningful ways.	<b>SEHD 1.3.</b> Reviews practices on a regular basis and makes changes to ensure positive and culturally responsive interactions between children, colleagues, and families using an anti-bias, anti-racist lens.
<b>SEHD 2.1.</b> Can describe current best practices for creating culturally responsive routines and supportive environments and their role in supporting social emotional, cognitive and identity development.	<b>SEHD 2.2.</b> Uses culturally responsive routines and supportive environments to promote and support the development of children’s social-emotional health, cognition and identity.	<b>SEHD 2.3.</b> Integrates best practices to create culturally responsive routines and supportive environments.
<b>SEHD 3.1.</b> Can describe the importance of individualized attention for each child that is culturally responsive. Can identify strategies for providing these interactions using an anti-racist and anti-bias lens.	<b>SEHD 3.2.</b> Addresses the individual needs of children based on temperament, personality, language, culture, strengths, interests, and development.	<b>SEHD 3.3.</b> Analyzes and integrates practices and procedures that support programming that is responsive to each child’s characteristics, language abilities, culture, strengths, interests, and needs.

<p><b>SEHD 4.1.</b> Can describe the importance of maintaining close physical proximity to all children (every child regardless of culture, gender, age, race, ability, etc.) to foster a warm, emotional connection that is aligned with cultural practices.</p>	<p><b>SEHD 4.2.</b> Uses social conversations, child’s home language, and proximity to engage children in positive interactions and peer connections. Uses eye contact, body orientation and enthusiasm to support positive interactions.</p>	<p><b>SEHD 4.3.</b> Plans for social-emotional health and development for children who may need extra support by identifying opportunities in the daily schedule when interactions, conversations and connections may occur to best support each child.</p>
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**Category: Child Guidance: Discipline/Promoting Social and Emotional Competence**

Level 1	Level 2	Level 3
<p><b>SEHD 5.1.</b> Can describe behavior that is typical for children at different developmental levels.</p>	<p><b>SEHD 5.2.</b> Applies culturally and developmentally appropriate experiences, routines, and creates supportive environments that promote social skills and appropriate behaviors for all children regardless of culture, gender, age, race, ability, etc.</p>	<p><b>SEHD 5.3.</b> Analyzes and modifies current practice for developmentally and culturally appropriate experiences with a focus on increasing promotion of positive social skills and appropriate behaviors.</p>
<p><b>SEHD 6.1.</b> Can explain models of developmentally appropriate anti-racist/anti-bias individual and group guidance approaches. These include culturally responsive practices, positive identity development, the intentional teaching of pro-social skills, as well as adjusting the learning environment, schedule, and curriculum to minimize potential challenging behaviors.</p>	<p><b>SEHD 6.2.</b> Uses developmentally appropriate guidance, including anti-racist/anti-bias individual and group approaches, that promote and teach positive behaviors, problem-solving, pro-social skills, and self-regulation. Guidance is culturally responsive, aligned with family expectations, and minimizes challenging behaviors.</p>	<p><b>SEHD 6.3.</b> Engages in self-reflection, with a coach or director, if necessary, to analyze developmentally appropriate guidance strategies in practice. Considers the impact of implicit bias in the perception of undesired behaviors and seeks to ensure strategies are anti-racist/anti-bias, culturally responsive, aligned with family expectations, and effective in minimizing challenging behaviors.</p>

## Category: Communication

Level 1	Level 2	Level 3
<p><b>SEHD 7.1.</b> Can describe best practices for communicating with co-workers and families about areas of concern with a child’s behavior.</p>	<p><b>SEHD 7.2.</b> Collaborates with families and other professionals to gather information regarding the family’s behavioral expectations and how to interpret the child’s behavior. Includes the development of individual and culturally appropriate expectations, teaching children replacement behaviors, and effectively and sensitively communicating progress with families and others.</p>	<p><b>SEHD 7.3.</b> Reviews and modifies communication practices with families, co-workers, and other professionals related to concerns with child behavior and guidance plans. Ensures communication about guidance plans is sensitive and clear, that progress is noted, and that adjustments to the plan are made.</p>
<p><b>SEHD 8.1.</b> Can describe how to document children’s positive behaviors and ways to frequently and appropriately share this information with the child’s family and program staff.</p>	<p><b>SEHD 8.2.</b> Uses strategies to frequently and appropriately share each child’s positive behavior with the child’s family and program staff.</p>	<p><b>SEHD 8.3.</b> Shares procedures to help other early childhood professionals notice children when they are engaging in socially and emotionally competent behaviors.</p>

## Category: Role of Staff and Other Adults

Level 1	Level 2	Level 3
<p><b>SEHD 9.1.</b> Can describe how children learn from the interactions and communication between adults that the child observes.</p>	<p><b>SEHD 9.2.</b> Demonstrates respectful adult relationships. Displays trust and cooperation with colleagues, families, and others, while respecting and embracing cultural and linguistic diversity.</p>	<p><b>SEHD 9.3.</b> Integrates teamwork and interpersonal interactions that are trusting, respectful, and anti-racist/anti-bias to honor the individuality and diversity of all people.</p>

## DOMAIN #5: Health, Safety, and Nutrition (HSN)

Rationale: Optimal development can best take place when young children are safe from physical and emotional harm. Meeting the health, safety, and nutritional needs of children are critical to child growth, development, and learning. Environments for young children should be safe from hazards that can cause injuries so that children are safe and free to explore and learn. Programs should take measures to protect children from infectious diseases by implementing appropriate health, safety, and sanitation policies, procedures and daily practices. Working in partnership with families and communities to create healthy, safe, and nutritionally supportive environments helps to create a foundation for future healthy lifestyles and a pathway for lifelong health and well-being.

### Category: Knowledge of Regulations

Level 1	Level 2	Level 3
<b>HSN 1.1.</b> Can identify the functions of regulatory agencies (e.g., licensing, health department, child welfare) and can locate information, has knowledge of, and complies with all licensing regulations and required trainings.	<b>HSN 1.2.</b> Effectively implements all program health, safety and nutrition standards to support the optimal growth, development, and learning of every child. Uses an anti-racist/anti-bias lens.	<b>HSN 1.3.</b> Reviews all regulations pertaining to early childhood care and learning environments on a regular basis to ensure regulations are being followed. Adjusts as needed in collaboration with program director, licensing specialist, and regulating agencies.

### Category: Health

Level 1	Level 2	Level 3
<b>HSN 2.1.</b> Can identify the signs and symptoms of common childhood illnesses and communicable diseases.	<b>HSN2.2.</b> Responds to instances of illness or injury and reports to families and regulatory agencies as required. Uses an anti-racist/anti-bias lens.	<b>HSN 2.3.</b> Integrates policies using an anti-racist/anti-bias lens when responding to instances of illness or injury and reporting to families and regulatory agencies as required.
<b>HSN 3.1.</b> Can identify effective health practices to maintain a clean, healthy, and sanitary environment per the Colorado Department of Public Health and Environment (CDPHE) guidelines and requirements.	<b>HSN 3.2.</b> Implements effective health practices to maintain a clean, healthy, and sanitary environment aligned with CDPHE guidelines and requirements, as well as the needs of the children in care.	<b>HSN 3.3.</b> Integrates policies and procedures for clean, healthy, and sanitary learning environments. Reviews own practice periodically and adjusts as necessary.

<p><b>HSN 4.1.</b> Can explain how daily routines for rest/sleep and physical activity/play are developmentally, culturally and individually appropriate to children’s needs.</p>	<p><b>HSN 4.2.</b> Implements daily routines that have a balance of rest/sleep and physical activity/play as developmentally and culturally appropriate to children’s needs.</p>	<p><b>HSN 4.3.</b> Plans, implements, and monitors policies, procedures, and practices to ensure that developing children have periods of rest/sleep and physical activity/play that are culturally and developmentally appropriate to their needs.</p>
<p><b>HSN 5.1.</b> Can explain the basics of established medical, nutritional, and physical care plans, including the use of assistive technology. Includes an understanding of how communities of color may perceive and experience the health care system.</p>	<p><b>HSN 5.2.</b> Implements medical, nutritional, and physical care plans, including plans for assistive technology. Collaborates with families, health care professionals, early interventionists, and other specialists to implement best practices for meeting diverse special medical care requirements of children. Considers how communities of color may perceive and experience the health care system.</p>	<p><b>HSN 5.3.</b> Plans and monitors culturally and linguistically responsive policies, procedures, and practices to ensure that all medical, nutritional, and physical care plans are fully implemented in partnership with families and specialists.</p>
<p><b>HSN 8.1.</b> Describes culturally responsive curriculum-based activities that focus on the basics of nutrition, physical wellness, and health care using an anti-bias/anti-racist lens.</p>	<p><b>HSN 8.2.</b> Implements culturally responsive curriculum-based activities focused on the basics of nutrition, physical wellness, and health care using an anti-bias/anti-racist lens.</p>	<p><b>HSN 8.3.</b> Monitors and adjusts curriculum-based activities and practices that are culturally responsive, and anti-bias/anti-racist to ensure that all children have multiple opportunities to learn the basics of nutrition, physical wellness, and health care.</p>

**Category: Safety**

Level 1	Level 2	Level 3
<p><b>HSN 7.1.</b> Can describe emergency plans and drills (e.g., fire, weather-related, and lockdown), including safety procedures for children with disabilities and who may have a sensitive trauma response.</p>	<p><b>HSN 7.2.</b> Implements current emergency procedures, drills, and safety practices including documentation of these practices; maintains an updated list of community emergency contacts.</p>	<p><b>HSN 7.3.</b> Analyzes and plans emergency preparedness procedures in collaboration with staff and community professionals. Revises emergency preparedness procedures as needed.</p>

<b>HSN 8.1.</b> Can identify simple and unbiased safety precautions and rules for children and uses them consistently.	<b>HSN 8.2.</b> Implements unbiased safety precautions and rules in the learning environment with experiences for all children regardless of developmental level or disability.	<b>HSN 8.3.</b> Designs, integrates, and monitors unbiased safety precautions and rules in the learning environment. Adjusts as necessary.
<b>HSN 9.1.</b> Can explain the importance of complying with ratio and group size requirements. Alerts the appropriate supervisor/agency when they are out of compliance.	<b>HSN 9.2.</b> Implements appropriate ratios and group size requirements both indoors and outdoors every day at all times. Conducts frequent scans and counts to ensure that all children are present.	<b>HSN 9.3.</b> Analyzes and integrates policies and procedures that maintain ratios and group size in accordance with recommended standards and a anti-bias, anti-racist lens.
<b>HSN 10.1.</b> Can identify safety requirements for all outdoor and indoor areas including the condition of equipment and materials. Can identify potential hazards.	<b>HSN 10.2.</b> Implements safety requirements for all outdoor and indoor areas including assessing the condition of the equipment and materials and identifying potential hazards.	<b>HSN 10.3.</b> Analyzes current research and best practices for safety in early childhood settings. Integrates strategies according to culturally and linguistically responsive practice with a anti-bias, anti-racist lens.
<b>HSN 11.1.</b> Can describe the reporting process for suspected child abuse and neglect. Understands the reality of racial bias in reporting.	<b>HSN 11.2.</b> Implements state-mandated reporting requirements for suspected child abuse and neglect after reflecting to eliminate potential bias.	<b>HSN 11.3.</b> Analyzes and uses sources of program and community support to ensure that suspected child abuse and neglect is addressed in a timely and professional manner and is free of racial bias.

## Category: Nutrition

Level 1	Level 2	Level 3
<b>HSN 12.1.</b> Can describe safe and sanitary food handling procedures when purchasing, storing, preparing, and serving meals, snacks, breast milk, and infant formula.	<b>HSN 12.2.</b> Implements practices for safe and sanitary food handling procedures when purchasing, storing, preparing, and serving snacks, meals, breast milk, and infant formula.	<b>HSN 12.3.</b> Plans and integrates policies, procedures, and best practices for safe and sanitary food handling in a manner that is culturally responsive.

<p><b>HSN 13.1.</b> Can identify healthy eating habits for children that are culturally responsive and informed by research on brain development.</p>	<p><b>HSN 13.2.</b> Implements an environment that supports healthy eating habits by providing developmentally and culturally appropriate eating utensils. Encourages culturally responsive self-help skills during meals and snacks.</p>	<p><b>HSN 13.3.</b> Plans and integrates policies and procedures for creating and maintaining an environment that supports healthy and culturally responsive eating habits for all children.</p>
<p><b>HSN 14.1.</b> Can describe professional practices to ensure health hazards in meals and snacks (e.g., choking and allergies) are eliminated.</p>	<p><b>HSN 14.2.</b> Implements professional practices to ensure that health hazards are eliminated during meals and snacks.</p>	<p><b>HSN 14.3.</b> Works in culturally and linguistically responsive ways, in collaboration with families and early childhood professionals, to develop policies that address the dietary requirements of children/adults in a manner that reflects family practices.</p>
<p><b>HSN 15.1.</b> Can identify ways to communicate with families about menus, children’s eating patterns and amounts, mealtime skills and behaviors, family preferences, and cultural food and eating habits as appropriate by age and situation.</p>	<p><b>HSN 15.2.</b> Communicates with families in culturally and linguistically responsive ways about menus, children’s eating patterns and amounts, and other issues around food and nutrition.</p>	<p><b>HSN 15.3.</b> Plans culturally and linguistically responsive support and resources for families regarding developmentally appropriate nutritional habits, fresh food, and healthy food choices.</p>
<p><b>HSN 16.1.</b> Can identify the age-related nutritional needs of infants, toddlers, preschoolers, and school-age children.</p>	<p><b>HSN 16.2.</b> Implements meals and snacks that are nutritionally sound based on program policies, procedures, practices, development, cultural and special needs of children.</p>	<p><b>HSN 16.3.</b> Plans and integrates policies, procedures, and practices related to food and nutrition for compliance with nutritional guidelines and licensing requirements, as well as the developmental, cultural and special needs of children. Makes changes as needed.</p>

## DOMAIN #6: Professional Practice (PP)

Rationale: Early childhood professionals play an important role in the growth, development, and learning of children. Early childhood educators are members of the larger community of specialized care and education professionals that support young children and their families. Those working in the field adopt professional responsibilities, including abiding by ethical codes of conduct, advocating for children and families, and effectively communicating the importance of high-quality early childhood programming. The profession is based on a foundation of research-based practices that are then implemented across all aspects of programming and interactions. Early childhood educators equipped with specialized education and training, as well as coaching/mentoring, are better able to create environments and experiences that support every aspect of a child’s growth, development, and learning, and provide for the diverse needs of children and families. Participation in advocacy efforts on behalf of children, families, and the profession are critical to advance awareness of the importance of high-quality early childhood experiences and the public policies that support them.

### Category: Ethics and Code of Conduct

Level 1	Level 2	Level 3
<b>PP 1.1.</b> Can identify culturally responsive early childhood professional practices that are informed by theory and research.	<b>PP 1.2.</b> Implements a personal and culturally responsive philosophy of early childhood professional practice that is informed by theory and research.	<b>PP 1.3.</b> Analyzes and integrates program philosophy into own culturally responsive philosophy of education.
<b>PP 2.1.</b> Can identify the NAEYC* Code of Ethics for Early Childhood Professionals and the difference between ethics and personal values.  <i>*National Association for the Education of Young Children</i>	<b>PP 2.2.</b> Applies the NAEYC Code of Ethics and position statements, including the equity statement, into their practice.	<b>PP 2.2.</b> Plans and integrates the NAEYC Code of Ethics and position statements, including the equity statement, in all areas of practice.
<b>PP 3.1.</b> Can describe the importance of collaboration, confidentiality, and respect for all adults who work in early childhood settings as well as for all children and families.	<b>PP 3.2.</b> Implements culturally responsive, anti-racist/anti-bias practices that demonstrate collaboration, confidentiality, sensitivity, and respectful communication with adults who work in early childhood settings and all children and families.	<b>PP 3.3.</b> Plans and integrates culturally responsive, anti-racist/anti-bias practices that support collaboration, confidentiality, sensitivity, and respect of community stakeholders, staff, children, families, and volunteers.
<b>PP 4.1.</b> Can describe the appropriate	<b>PP4.2.</b> Demonstrates adult	<b>PP 4.3.</b> Integrates policies, procedures,

channels for professional conflict resolution based on program policies and/or professional code(s) of ethical conduct. Uses an anti-racist/anti-bias lens.	self-regulation and conflict resolution strategies with colleagues in daily interactions and when working as a team.	and best practices which support effective communication, conflict resolution and teamwork, through an anti-racist/anti-bias lens.
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### Category: Reflective and Continuous Professional Development

Level 1	Level 2	Level 3
<b>PP 5.1.</b> Can describe the components of a personal professional development plan.	<b>PP 5.2.</b> Develops a personal professional development plan and goals at least annually based on reflections of current culturally responsive, anti-racist/anti-bias care and education practice. Does so in consultation with program director, coach, mentor, or trainer as needed.	<b>PP 5.3.</b> Integrates into practice the skills and knowledge achieved through the use of a professional development plan.
<b>PP 6.1.</b> Can identify professional resources and professional development opportunities at local, state, and national level to increase knowledge and improve practices in all domains. Opportunities could include conferences, professional organizations, local training opportunities, college courses, etc.	<b>PP 6.2.</b> Uses local, state, and national professional resources. Participates in professional development opportunities (i.e., conferences, professional organizations, local training opportunities, college courses) to increase knowledge and skills related to current trends and research-based practices that are anti-racist/anti-bias, culturally and linguistically responsive.	<b>PP 6.3.</b> Integrates skills and knowledge gained from professional development opportunities and professional resources into procedures and practice. Determines further development that is needed for continuous growth.
<b>PP 7.1.</b> Can describe the characteristics of and impact on children and families of early childhood professionals' mental health and resilience, including self-care strategies.	<b>PP 7.2.</b> Implements self-care and well-being strategies to support early childhood professionals' mental health and promotion of resilience.	<b>PP 7.3.</b> Reflects on steps taken to implement self-care and well-being strategies to support early childhood professionals' mental health. Adjusts as necessary to continue to build resilience.

<b>PP 8.1.</b> Can describe coaching and mentoring and the importance of these activities in developing a reflective early childhood practice.	<b>PP 8.2.</b> Actively participates in coaching or other mentoring. Adjusts practices based on data, reflection, collaboration and feedback.	<b>PP 8.3.</b> Integrates supportive working relationships that include coaching, mentoring, and feedback opportunities on a consistent and continuous basis.
<b>PP 9.1.</b> Can describe reflective practice and its benefits.	<b>PP 9.2.</b> Routinely participates in reflective practice activities.	<b>PP 9.3.</b> Plans and integrates opportunities for reflective practice.

### Category: Advocacy

Level 1	Level 2	Level 3
<b>PP 10.1.</b> Can describe basic advocacy skills to increase awareness and/or promote change.	<b>PP 10.2.</b> Uses advocacy skills to increase awareness and/or promote change that supports young children, families, early childhood professionals, and the overall early childhood care and learning field. Acts in an anti-racist/anti-bias manner.	<b>PP 10.3.</b> Integrates advocacy skills to promote change throughout professional practices.

### Category: Program Mission, Policies and Procedures

Level 1	Level 2	Level 3
<b>PP 11.1.</b> Can explain the importance of program policies and procedures.	<b>PP 11.2.</b> Implements program policies and procedures using an anti-bias/anti-racist lens.	<b>PP 11.3.</b> Reflects upon own practice to ensure that program policies and procedures are followed and integrated throughout professional practice.

<p><b>PP 12.1.</b> Can explain program mission, values, philosophy, goals and objectives in the context of daily activities.</p>	<p><b>PP 12.2.</b> Applies and supports the program's mission, values, goals, and philosophy through implementing daily developmentally appropriate objectives and activities that meet the needs of all children (every child regardless of culture, gender, age, race, ability, etc.) including those with special needs and those who are culturally and linguistically diverse.</p>	<p><b>PP 12.3.</b> Plans and integrates the program's mission, values, goals and philosophy in all areas of practice including communication with families, community resource partners, and with other professionals that may provide support.</p>
<p><b>PP 13.1.</b> Can describe program risk management policies (policies that reduce the possible risk of accident or injury) using an anti-racist/anti-bias lens.</p>	<p><b>PP 13.2.</b> Implements culturally responsive practices that support program risk management policies. Uses an anti-racist/anti-bias lens.</p>	<p><b>PP 13.3.</b> Plans and integrates culturally responsive practices aligned with program risk management policies.</p>
<p><b>PP 14.1.</b> Can locate and describe state and national standards that promote quality (e.g. Quality Rating and Improvement Systems, NAEYC Accreditation of Programs for Young Children).</p>	<p><b>PP 14.2.</b> Implements state and national standards that promote quality using an anti-racist/anti-bias lens.</p>	<p><b>PP 14.3.</b> Uses self-assessment and evaluation activities to develop program improvement plans that are culturally and linguistically responsive.</p>

**Category: Job Knowledge and Teamwork**

Level 1	Level 2	Level 3
<p><b>PP 15.1.</b> Can explain own job description and the professional expectations of the organization.</p>	<p><b>PP 15.2.</b> Participates in new employee orientation, including substitute early childhood professionals, and subsequent meetings and trainings.</p>	<p><b>PP 15.3.</b> Integrates and adheres to program policy and procedures, while integrating skills and knowledge gained through staff meetings and training across all areas of practice. Consults program director, licensing specialist, or appropriate regulatory agency when questions arise and clarifications are needed. Adjusts as needed.</p>

<p><b>PP 16.1.</b> Can describe the characteristics of a culturally responsive team and the benefits of a positive and culturally responsive working environment.</p>	<p><b>PP 16.2.</b> Uses effective anti-racist/anti-bias teamwork strategies to implement a welcoming and positive working environment for all colleagues, administrators, and volunteers, including those who are culturally and linguistically diverse.</p>	<p><b>PP 16.3.</b> Reflects upon own behavior as a culturally responsive team member and participates in anti-racist/anti-bias training to continually improve practice.</p>
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## DOMAIN #7: Teaching Practices (TP)

Rationale: Early childhood educators are responsible for planning, implementing, and supporting intentional experiences that promote children’s growth, development, and learning in all developmental domains. Understanding that children learn from a supportive environment, it is important that early childhood educators create opportunities where all children (regardless of culture, gender, age, race, ability, etc.) can play interactively, communicate, create, explore, and construct knowledge to better understand their world. Establishing a learning environment that reflects diversity and honors children’s perspectives, their individual strengths, home language, and needs helps to create a responsive early childhood setting. Planning and implementing a curriculum that responds to the developmental needs of each child enhances the learning environment and allows children to construct knowledge, skills, concepts, attitudes, and dispositions.

### Category: How Children Learn and Approaches to Learning

Level 1	Level 2	Level 3
<p><b>TP 1.1.</b> Can identify the connection between typical child growth and development as described in ELDG* and how high-quality, culturally responsive practices support development.</p> <p><i>*Colorado’s Early Learning and Development Guidelines</i></p>	<p><b>TP 1.2.</b> Implements supportive, culturally responsive practices identified in ELDG that may be adapted based on children’s individual development and cultural needs.</p>	<p><b>TP 1.3.</b> Plans, integrates, and monitors supportive practices within the program. Shares information about ELDG with families, staff and colleagues.</p>
<p><b>TP 2.1.</b> Can describe culturally responsive strategies both in the classroom and at home to support children’s learning and growth through multi-sensory, hands-on, and interactive experiences.</p>	<p><b>TP 2.2.</b> Implements culturally responsive learning experiences that actively engage children in multi- sensory exploration and discovery.</p>	<p><b>TP 2.3.</b> Plans and integrates experiences that allow children to actively explore and discover the world around them – both inside and outside – in a culturally responsive manner.</p>

<p><b>TP 3.1.</b> Can describe benefits of spontaneous and extended interactive peer and solitary play opportunities. Can identify how interactive peer play provides opportunities for children to grow and learn, as well as how play may differ depending on the developmental abilities of the child and their cultural ways of being.</p>	<p><b>TP 3.2.</b> Implements diverse opportunities based on children’s interests that allow children the time and space to participate in spontaneous and extended interactive peer and solitary play that supports their developmental progression (e.g., painting on an easel helps children practice fine motor skills).</p>	<p><b>TP 3.3.</b> Plans and evaluates learning opportunities that demonstrate the importance of interactive peer and solitary play in children’s daily experience and in the program curriculum.</p>
<p><b>TP 4.1.</b> Can describe the importance of developing a child’s approach to learning (i.e., attentiveness, curiosity, initiative, cooperation, persistence, and reasoning).</p>	<p><b>TP 4.2.</b> Implements activities that encourage the development of positive approaches to learning.</p>	<p><b>TP 4.3.</b> Plans and analyzes procedures and practices that promote the development of positive approaches to learning.</p>

### Category: Knowledge of Routines and Schedules

Level 1	Level 2	Level 3
<p><b>TP 5.1.</b> Can describe the importance of engaging in responsive interactions with all children (every child regardless of culture, gender, age, race, ability, etc.) to foster a warm emotional connection that is aligned with cultural practices. Understanding responsive interactions are the foundation for all other learning.</p>	<p><b>TP 5.2.</b> Uses social conversations, child’s home language, and proximity to engage children in positive interactions that are free of bias, shared interactions, and peer connections. Uses eye contact, body orientation and enthusiasm throughout all international learning opportunities.</p>	<p><b>TP 5.3.</b> Plans for social-emotional health and development for children who may need extra support by identifying opportunities in the daily schedule when interactions, conversations, and connections can occur to best support each child.</p>
<p><b>TP 6.1.</b> Can explain the value of flexible schedules, routines, and daily transitions to meet the individual needs of children. Can identify examples to increase equitable learning experiences by supporting classroom organization (e.g., maximizing learning time and daily transitions).</p>	<p><b>TP 6.2.</b> Implements a culturally, linguistically and developmentally appropriate schedule that includes a balance of learning opportunities that are child- and teacher-directed, active and quiet, individual and group, and outdoor and indoor. Embeds a variety of modalities and materials that are free of bias and establish clear expectations, maximize growth, development and culturally relevant learning throughout the day.</p>	<p><b>TP 6.3.</b> Evaluates and integrates policies, procedures, and best practices related to culturally, linguistically and developmentally appropriate schedules, routines, and daily transitions. Plans and integrates classroom organization procedures to eliminate bias and maximize culturally relevant child growth, development, and learning.</p>

<p><b>TP 7.1.</b> Can identify and describe the transition steps and practices between and within programs and how these connect to the comprehensive well-being of children across cultural backgrounds who are transitioning. Can describe the importance of communication and relationship building between sending and/or receiving programs.</p>	<p><b>TP 7.2.</b> Implements program transition practices between and within programs. Offers feedback to team members for needed adjustments that will best serve children across cultural and linguistic backgrounds. Uses established communication strategies to facilitate relationship building between programs and ensure smooth and positive transitions for children and their families.</p>	<p><b>TP 7.3.</b> Creates procedures and plans specific to supporting transitions between and within programs. Includes activities to support the developmental needs of children from diverse cultural and linguistic backgrounds; adjusts as necessary. Integrates policies, procedures, and processes that support the relationship between sending and receiving programs.</p>
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**Category: Planning Framework for Curricula and Learning Environment**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<p><b>TP 8.1.</b> Can identify learning opportunities and experiences that reflect, embrace, honor and demonstrate acceptance for all children and their unique circumstances (gender, family, race, language, culture, and special needs).</p>	<p><b>TP 8.2.</b> Provides daily experiences and learning opportunities that reflect, embrace, honor and demonstrate acceptance for all children and their unique circumstances (gender, family, race, language, culture, and special needs).</p>	<p><b>TP 8.3.</b> Plans and integrates experiences and learning opportunities for all age levels, embedded throughout program, to ensure accurate, non-sexist, anti-ableist representations (e.g., images, classroom materials, authors and illustrators). Should include perspectives from a wide range of cultures, across the gender spectrum, different types of families, different races, languages and special needs. Strives to include representation of all people within community and throughout humankind..</p>

<p><b>TP 9.1.</b> Can identify how a variety of equipment and materials promote the non-sexist, anti-ableist development of all children regardless of culture, gender, age, race, ability, etc.</p>	<p><b>TP 9.2.</b> Uses the ELDG* to plan and organize classroom space, including organization and access to materials and equipment. Ensures all children can explore and receive non-sexist, anti-ableist support for their development.</p> <p><i>*Colorado's Early Learning and Development Guidelines</i></p>	<p><b>TP 9.3.</b> Plans, integrates, and analyzes environments, materials, equipment and use of space to promote non-sexist, anti-ableist development within the child's natural settings.</p>
<p><b>TP 10.1.</b> Can describe intentional instructional strategies to support anti-racist/anti-bias, culturally relevant learning for all children, including English learners. Can describe strategies including embedding concept development into care routines, scaffolding, the use of feedback loops, and concept development through real world examples, as well as strategic use of the child's home language.</p>	<p><b>TP 10.2.</b> Implements intentional instruction and creates daily opportunities that incorporate instructional strategies to support anti-racist/anti-bias, culturally relevant learning for all children Uses strategies including scaffolding, the use of feedback loops, and concept development through real world examples, and strategic use of the home language.</p>	<p><b>TP 10.3.</b> Regularly reviews, researches, and modifies, anti-racist/anti-bias, culturally relevant intentional instructional strategies that encourage child growth, development, and learning.</p>

### Category: Individualizing

Level 1	Level 2	Level 3
<p><b>TP 11.1.</b> Can describe strategies for providing culturally and individually responsive learning opportunities, experiences, materials, and spaces in the classroom that are inclusive of all children (every child regardless of culture, gender, age, race, ability, etc.) children and integrate non-sexist, anti-ableist development principles.</p>	<p><b>TP 11.2.</b> Implements culturally and individually responsive curriculum-based learning opportunities, across all areas of the curriculum, that are non-sexist and anti-ableist.</p>	<p><b>TP 11.3.</b> Plans and integrates culturally and individually responsive curriculum-based learning opportunities to meet the needs of all children regardless of culture, gender, age, race, ability, etc.</p>

<p><b>TP 12.1.</b> Can identify adaptations of learning opportunities in all developmental domains and in all areas of the curriculum for children with special needs.</p>	<p><b>TP 12.1.</b> Adapts learning opportunities, experiences, materials, and environments for children with special needs.</p>	<p><b>TP 12.3.</b> Plans alternative methods for learning for children with limited mobility or other physical disabilities. Uses resources within the community to enhance learning opportunities.</p>
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**Category: Promotion of Learning**

Level 1	Level 2	Level 3
<p><b>TP 13.1.</b> Can explain the importance of including all areas of ELDG in culturally and linguistically responsive instructional planning that is responsive to how children learn.</p>	<p><b>TP 13.2.</b> Uses ELDG and pedagogical content knowledge to make instructional decisions and implement culturally responsive learning opportunities.</p>	<p><b>TP 13.3.</b> Analyzes and modifies instructional planning to ensure all areas of ELDG are implemented, learning is promoted across all domains, and research-based pedagogical content and theoretical perspectives are incorporated in a culturally and linguistically responsive manner.</p>

**Category: Promotion of Learning - Health and Motor**

Level 1	Level 2	Level 3
<p><b>TP 14.1.</b> Can identify the importance of physical health and development across all curriculum areas. Includes the importance of outdoor and indoor time and using both fine and gross motor skills.</p>	<p><b>TP 14.2.</b> Uses developmental progressions described in ELDG to guide observation, recognize, anticipate, and plan for learning experiences, materials, and opportunities that promote health and motor development.</p>	<p><b>TP 14.3.</b> Plans, integrates, and monitors program curriculum for integration of daily routines and learning opportunities that promote non-sexist, anti-ableist physical development for all children.</p>

### Category: Promotion of Learning - Cognitive Development

Level 1	Level 2	Level 3
<p><b>TP 15.1.</b> Can identify the importance of cognitive development as described in ELDG across all curriculum areas, including time spent outdoors and indoors, as well as mathematical, scientific, and technological thinking, speaking, vocabulary, and reasoning.</p>	<p><b>TP 15.2.</b> Uses ELDG developmental progressions to guide observation, recognize, anticipate, and plan for intentional learning experiences, materials, and opportunities that promote learning across cognitive development content areas.</p>	<p><b>TP 15.3.</b> Plans, integrates, and modifies program curriculum for integration of daily routines and learning opportunities that promote non-sexist, anti-ableist cognitive development for all children.</p>

### Category: Promotion of Learning - Language and Literacy

Level 1	Level 2	Level 3
<p><b>TP 16.1.</b> Can describe the indicators of language and literacy development described in ELDG. Can identify the importance of the multiple ways that young children learn language and literacy skills in the context of their relationships and experiences. Understands that the emphasis is on promoting the child's home language.</p>	<p><b>TP 16.2.</b> Uses ELDG developmental progressions to guide observation, recognize, anticipate, and plan for intentional learning experiences, materials, and opportunities that promote learning across language and literacy content areas.</p>	<p><b>TP 16.3.</b> Plans, integrates, and modifies program curriculum for integration of daily routines and learning opportunities that promote non-sexist, anti-ableist language and literacy development for all children.</p>

### Category: Promotion of Learning - Creativity

Level 1	Level 2	Level 3
<p><b>TP 17.1.</b> Can identify how culture and language are critical to how children express themselves creatively. Can identify the process over product mindset, open-ended materials, and a variety of media for creative learning opportunities in language, music, dramatic play, and art.</p>	<p><b>TP 17.2.</b> Uses ELDG developmental progressions to guide observation, recognize, anticipate, and plan for intentional learning experiences, materials, and opportunities that promote appreciation for art, and creative and aesthetic experiences within the community, including diverse creative expression.</p>	<p><b>TP 17.3.</b> Plans and integrates program curriculum for integration of daily routines and learning opportunities that promote non-sexist, anti-ableist aesthetic and creative expression and development for all children. Plans and integrates culturally responsive learning opportunities in music, movement, dramatic play, visual arts, construction, storytelling, blocks, and water play to encourage culturally relevant creativity.</p>

## Category: Promotion of Learning - Culturally Responsive Content

Level 1	Level 2	Level 3
<p><b>TP 18.1.</b> Can identify the importance of intentional, culturally affirming experiences and interactions to healthy social, emotional, and cognitive development. Can identify the educator’s role in ensuring these experiences occur.</p>	<p><b>TP 18.2.</b> Uses ELDG developmental progressions to guide observation, recognize, anticipate, and plan for intentional learning experiences, materials, and opportunities that promote positive identity formation and pro-social interactions and relationships among children.</p>	<p><b>TP 18.3.</b> Plans and integrates program curriculum for integration of daily routines and learning opportunities that promote non-sexist, anti-ableist, and anti-racist identity and social development.</p>

## Appendix A. Glossary of Terms

**Advocacy:** Families, organizations, or volunteers working on behalf of the rights and interests of others (such as children or people with disabilities). Families are the best advocates for their children.

**Anti-Racist:** The action of opposing racism and promoting acceptance and inclusion. To be anti-racist is to actively oppose racist ideas, actions, and behaviors.

**Anti-Bias:** Increasing understanding and embracing and honoring difference. To be anti-bias is to actively oppose biased ideas, actions, and behaviors.

**Anti-Ableist:** The action of opposing and avoiding discrimination of people with varying abilities in favor of able-bodied people.

**Approaches to Learning:** How children orient themselves to different learning experiences and prepare for academic settings. Includes attentiveness, curiosity, initiative, cooperation, persistence, and reasoning.

**Assessment:** A process used to determine an individual child's present level of performance and their needs for early intervention or educational support. Assessments rely on evidence-based instruments. Assessments may also be used to evaluate an early childhood program.

**Attachment:** A psychological bond between adult and child. It is believed that secure bonding in early childhood leads to psychological well-being and resistance to ordinary as well as extreme stress across a lifetime (Child Care and Early Education Research Connections, 2012).

**Best Practices:** Methods that research shows are effective.

**BIPOC:** An acronym that stands for Black, Indigenous, and People of Color

**Early Childhood Professional Burnout:** Emotional condition marked by tiredness, loss of interest, or frustration that interferes with job performance. Burnout can be the result of prolonged stress.

**Child Development:** The social-emotional, linguistic, cognitive, and perceptual and motor changes and growth that occur between birth and the end of adolescence.

Individuals develop at different rates and in a variety of ways, but usually in a predictable sequence.

**Code of Ethical Conduct:** Behavior that is tied to the shared values that people in a profession are committed to uphold. A code of ethical conduct serves as a guide for everyday professional conduct.

**Cognitive Development:** Skills learned related to thinking and reasoning. Cognitive development begins at birth and continues through childhood and adulthood.

**Colorado's Early Learning and Development Guidelines:** Based on the latest early childhood research and understanding, the ELDG provide practical tips and points of reference that professionals and families can use to help children grow physically, intellectually and emotionally from birth to age 8. The ELDG supports children with different cultures, languages and abilities.

**Confidentiality:** Ensuring that information is kept private and is accessible only to authorized people.

**Conflict Resolution:** The process of resolving a dispute or a conflict by providing for each side's needs and addressing each side's interests. The goal of conflict resolution is for both parties to be satisfied with the outcome.

**Continuity of Care:** Providing care to children by the same consistent early childhood professionals in consistent locations throughout the day and/or year. Consistency and continuity of care help to ensure a stable and nurturing environment (Child Care and Early Education Research Connections, 2012).

**Culture:** The way of life of different groups of people. Culture includes the characteristic features of everyday life (such as food, language, customs, and traditions) that are shared by a members of a particular culture.

**Culturally Responsive:** Cultural responsiveness requires people to have a level of cultural competence. This means having awareness of one's own cultural identity and one's own views about difference. Being culturally responsive means that a person is able to learn about, honor, and promote the diverse cultural and community norms of children and their families.

**Curriculum:** A blueprint for planning and implementing an early childhood program. Curriculum addresses all aspects of child development and includes building partnerships with families.

**Daily Transitions:** Transitions that occur within one day (drop off, transitions from activity to activity, transitions from outside to inside, etc.).

**Developmentally Appropriate:** A term that describes a set of best-practice principles and guidelines for the care and education of young children from birth through age eight. Developmentally appropriate practice is grounded in the research on how young children develop and learn and in what is known about educational effectiveness. Principles and guidelines of developmentally appropriate practice outline practices that promote young children's optimal learning and development (National Association for the Education of Young Children 2009).

**Developmental Delays:** Areas of development where a child is not growing or developing in a pattern that is consistent with 'typical developing children'.

**Developmental Domains:** Areas of development in young children (physical, cognitive, language, social, emotional, creative).

**Developmental Milestones:** Describes memorable accomplishments in a child's growth. Examples include rolling over, crawling, walking, and talking.

**Direct Assessment:** A form of assessment that includes validated, reliable instrumentation for measuring child growth, development, and learning.

**Diversity:** Refers to differences and/or sameness of human qualities that are present in individuals, groups, society, and institutions. Qualities of diversity include age, race, ethnicity, language, culture, socio-economic status, educational background, learning styles, and abilities.

**Each and Every:** Refers to educational equity, meaning that every child should receive whatever they need to develop to their full social, emotional, and academic potential and to thrive every day. Every child has a right to feel loved and cared for and to feel that they belong to a community. Educational equity means not predicting success or failure that correlates with any

social or cultural factor. A child's experience or outcomes are not predictable based on their race, ethnicity, language, economic class, religion, gender, sexual orientation, physical and cognitive ability - or any other socio-political identity marker.

**Early Childhood Educator:** People who provide care and education for children from birth to age eight. Includes licensed child care providers in centers or family child care homes, preschool teachers, kindergarten through third grade teachers, as well as paraprofessionals, and school-age care providers.

**Early Learning:** Early learning includes all learning and development for a child from birth to third grade.

**Emotional Competence:** The skills to recognize, interpret, and respond constructively to emotions in yourself and others.

**EPSDT Screening:** Medicaid's child health component known as the Early and Periodic Screening, Diagnosis, and Treatment program. It is designed to fit standards of pediatric care and to meet the special physical, emotion, and developmental needs of low- income children.

**Equity:** Being fair and impartial to ensure that all people have what they need to thrive.

**Family engagement:** A shared responsibility in which early childhood settings, schools, and other community agencies and organizations are committed to reaching out to engage families in meaningful ways that help to actively support children's learning and development. Family engagement is continuous across a child's life and requires an ongoing commitment. Family engagement changes based on parent roles and as children mature into young adulthood. Effective family engagement reinforces learning in the multiple settings where children learn - at home, in early childhood settings, in school, in after-school programs, in faith-based institutions, and in the community.

**Feedback Loops:** Refers to the early childhood professional's role and how they respond to children's comments, actions, or performance. Involves engaging with children in a sustained, back-and-forth exchange with the intention to build understanding and strengthen the relationship.

**Fictive Kinship:** Individuals who are not related by blood but are considered relatives.

**Home Language:** The language a person acquires first in life or identifies with as a member of an ethnic group. It is sometimes referred to as the first, native, or primary language of a child.

**Individualized Education Program (IEP):** A written education plan for a school-aged child with disabilities that is developed by a team of early childhood educators (teachers, therapists, etc.) and the child's family. IEPs are based on a multidisciplinary evaluation of the child and describe how the child is presently doing, what the child's learning needs are, and what services the child will need. They are reviewed and updated yearly. IEPs are required by the federal Individuals with Disabilities Education Act (IDEA).

**Individualized Family Service Plan (IFSP):** A document that guides the early intervention process for children with disabilities and their families. The IFSP is the means for the implementation of effective early intervention in accordance with Part C of the Individuals with Disabilities Education Act (IDEA). IFSPs contain information about the services necessary to facilitate a child's development as well as to enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services tailored to the family's unique concerns, priorities, and resources.

**Inclusion:** The practice that has children with special needs spending most or all of their time with typically developing children. Inclusion is about the child's right to participate and the program or school's duty to accept the child. Inclusion rejects the use of special programs or classrooms to separate children with disabilities from children without disabilities. Core beliefs of inclusion include: 1) All children can learn and benefit from education; 2) Schools and programs should adapt to the needs of children rather than children adapting to the needs of the program or school; 3) Individual differences between children are a source of richness and diversity.

**Indirect Assessment:** Methods of capturing information on children's growth, development, and learning that do not rely on validated and reliable instrumentation but on organic processes (observation, checklists, and portfolios).

**LGBTQ+:** An acronym that stands for Lesbian, Gay, Bisexual, Trans, Queer & Others.

**Linguistics:** Systematic study of language.

**Mandated Reporting:** Individuals who, in the ordinary course of their work and because they have

regular contact with children, are required to report (or cause a report to be made) whenever physical, sexual, or other types of abuse have been observed or are suspected. Reports must also be made by mandated reporters when there is evidence of neglect, knowledge of an incident, or an imminent risk of serious harm.

**Multi-Sensory Experiences:** Providing opportunities and learning that uses a variety of the senses - auditory, visual, movement, touch, etc.

**Natural Consequences:** Things that happen in response to children's behavior without adult involvement. These are imposed by nature, society, or another person. (If a child refuses to wear a coat on a snowy day, the natural consequence is that the child will feel cold.)

**Observation:** Formal and informal processes designed to pay attention to and learn about the development and progress of a child, an adult, or a program.

**Observer Bias:** Cultural assumptions (often implicit or hidden) that an observer or assessor brings to the work when assessing and observing children or reviewing the findings of assessments or observations.

**Pedagogy:** The philosophy and practice of education and instruction.

**Play:** Spontaneous behavior that includes a variety of individual and cooperative activities and games such as physical play, object play, dramatic play, constructive play, or games with rules. Children learn through play, and play serves important physical, mental, emotional, and social functions for humans and many other species (National Association for the Education of Young Children 2009).

**Professional Development:** Refers to the skills and knowledge attained for both personal development and career advancement. Professional development includes all types of facilitated learning opportunities, ranging from

college degrees to formal coursework, conferences, online training, and informal learning opportunities that take place in the program setting or elsewhere. There are many approaches to professional development, including coaching, communities of practice, study, mentoring, reflective supervision, and technical assistance.

**Program Transitions:** Transitions between programs (i.e., preschool to kindergarten, Part C to Part B, switching to a new school, etc.).

**Protective Factors:** Characteristics, variables and/or conditions present in individuals or groups that enhance resiliency, increase resistance to risk, and fortify against the development of a disorder or adverse outcomes.

**Referral:** In the early childhood field, the process of helping a family or child care provider access a service. Referrals include connecting a child or family to a lead agency or school district for special education services.

**Reflective Practices:** Considering one's thoughts, feelings, actions, and experiences when applying knowledge to professional practice. Reflective practice helps one learn from experiences and systematically explore other approaches or behaviors. Reflective practice may be the most effective when supported by peer collaboration or a coaching relationship.

**Relationship-Based:** Based on mutual respect, mutual support, and characterized by a sense of commitment.

**Responsive Curriculum:** Strategies that early childhood educators use to focus on children's internal motivation to grow, develop, and learn.

**Risk Factors:** Characteristics, variables, and/or conditions that present in individuals or groups that increase the likelihood of that individual or group developing a disorder or adverse outcome.

**Scaffolding:** Providing the appropriate amount of assistance to enable each child to perform at a skill level just beyond what the child can do on his or her own at the present time. Scaffolding involves gradually reducing the support as the child begins to master the skill and setting the stage for the next challenge (National Association for the Education of

Young Children 2009, p. 19).

**Screening:** A brief assessment designed to identify children who are at risk for health problems, developmental problems, and/or disabling conditions. These children may need to receive helpful intervention services as early as possible.

**Self-Concept:** The idea or mental image that one has of oneself and one's strengths and weaknesses.

**Self-Help Skills:** Basic skills needed to take care of one's own needs (e.g., brushing teeth, washing hands, getting dressed and buttoning).

**Self-Regulation:** The ability to recognize and control one's emotions and behaviors.

**Service Providers:** Early childhood educators who work primarily with children and families who have special needs or who need services beyond what is typically provided by an early childhood educator. These providers are often early childhood special educators, but they also might include occupational therapists, physical therapists, and speech therapists.

**Special Needs:** Refers to the needs of children with social, emotional, communication, intellectual, or physical delays or disabilities. The term "special" is borrowed from the field of special education.

**Social-Emotional Development:** A domain of child development that includes learning about, recognizing, and managing emotions; developing care and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. This involves the development of skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make safe, ethical choices (Collaborative for Academic, Social, and Emotional Learning 2010).

**Strengthening Families Protective Factors:** The five protective factors at the foundation of Strengthening Families are characteristics that have been shown to make positive outcomes more likely for young children and their families, and to reduce the likelihood of child abuse and neglect. The five protective factors are Parental Resilience, Social Connections, Knowledge of Parenting and Child Development, and the Social Emotional Competence of Children.

**Stress Factors:** The cumulative factors that may prevent normative development in children. These factors can include poverty, the mental health of family members, exposure to violence, environmental toxins, and other family stressors.

**Teacher:** An adult with responsibility for the education and care of children from birth to age eight.

**Temperament:** The combination of mental, physical, and emotional traits of a person.

**Trauma:** The response to a deeply distressing or disturbing event that overwhelms an individual's ability to cope.

**Typical Development:** Development of a child who develops along known timelines and with no major delays.

**Universal Precautions:** Steps taken to prevent the cross-contamination of air and blood-borne pathogens.

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