

CHART 2
ASSESSMENT OF STRENGTHS

Instructions: Use the following form to assess your knowledge, skills and attitudes in the competency areas that relate to early childhood and school-age education and programming. To move through the form use your Tab or Arrow keys. Begin by checking the boxes next to the knowledge, skills, and attitudes that you feel confident that you have mastered. Then move to **Chart 3** to assess the areas where you would like to improve.

Child Development

KNOWLEDGE	SKILLS	ATTITUDES
<input type="checkbox"/> Physical development <input type="checkbox"/> Social development <input type="checkbox"/> Language development <input type="checkbox"/> Intellectual development <input type="checkbox"/> Creative development <input type="checkbox"/> Emotional development <input type="checkbox"/> Multiple influences on development <input type="checkbox"/> Realistic expectations for behavior	<input type="checkbox"/> Recognizing advancing development <input type="checkbox"/> Recognizing lags in development <input type="checkbox"/> Documentation <input type="checkbox"/> Assessment <input type="checkbox"/> Communication with families <input type="checkbox"/> Confidentiality <input type="checkbox"/> Reporting Progress <input type="checkbox"/> Techniques for interactions <input type="checkbox"/> Strategies for stress reduction	<input type="checkbox"/> Uniqueness of each child <input type="checkbox"/> Accepting <input type="checkbox"/> Receptive <input type="checkbox"/> Consistency <input type="checkbox"/> Perceptive <input type="checkbox"/> Calm, peaceful <input type="checkbox"/> Attentive <input type="checkbox"/> Creative <input type="checkbox"/> Patient, self-controlled

Health and Safety

KNOWLEDGE	SKILLS	ATTITUDES
<input type="checkbox"/> Common illnesses & symptoms <input type="checkbox"/> Health Practices <input type="checkbox"/> First Aid <input type="checkbox"/> Safety Hazards <input type="checkbox"/> Nutrition <input type="checkbox"/> Emergency procedures	<input type="checkbox"/> Recognizing symptoms, hazards <input type="checkbox"/> Keeping environment clean & healthy <input type="checkbox"/> Following policies for sick children <input type="checkbox"/> Planning for health – teaching, modeling good practice <input type="checkbox"/> Applying first aid knowledge	<input type="checkbox"/> Paying attention <input type="checkbox"/> Making decisions <input type="checkbox"/> Expressing caring <input type="checkbox"/> Keeping calm in emergencies <input type="checkbox"/> Caring <input type="checkbox"/> Concerned

Physical Environment

KNOWLEDGE	SKILLS	ATTITUDES
Appropriate physical environment for various ages including: <input type="checkbox"/> Furnishings and equipment <input type="checkbox"/> Impact of environment on mental health & learning <input type="checkbox"/> Emotional environment for supporting learning	<input type="checkbox"/> Planning room arrangements <input type="checkbox"/> Organizing materials <input type="checkbox"/> Assessing and reducing environmental stress <input type="checkbox"/> Planning effective learning environments <input type="checkbox"/> Planning, responding and intervening to make environment psychologically safe	<input type="checkbox"/> Observant <input type="checkbox"/> Clean, neat <input type="checkbox"/> Flexible <input type="checkbox"/> Resourceful <input type="checkbox"/> Responsible <input type="checkbox"/> Sensitive <input type="checkbox"/> Responsive

Content (Curriculum)

KNOWLEDGE	SKILLS	DISPOSITIONS
<input type="checkbox"/> Math, Science, Technology (MST) <input type="checkbox"/> English Language Arts (ELA) <input type="checkbox"/> Communication, oral/written <input type="checkbox"/> Arts – visual, music, movement, drama <input type="checkbox"/> Social studies <input type="checkbox"/> Program learning standards for ages <input type="checkbox"/> Community resources <input type="checkbox"/> Assessing and documenting learning standards <input type="checkbox"/> Sources for continuing education	<input type="checkbox"/> Interpreting everyday situations to apply knowledge <input type="checkbox"/> Writing and speaking for the transmission of information <input type="checkbox"/> Using opportunities for creative expression	<input type="checkbox"/> Open <input type="checkbox"/> Creative <input type="checkbox"/> Resourceful <input type="checkbox"/> Curious <input type="checkbox"/> Continuous learner

How to teach (Pedagogy)

KNOWLEDGE	SKILLS	ATTITUDES
<input type="checkbox"/> Learning styles <input type="checkbox"/> Teaching Strategies <input type="checkbox"/> Adaptations for children with special needs	<input type="checkbox"/> Planning curriculum activities appropriate for age/style <input type="checkbox"/> Transitions managing time	<input type="checkbox"/> Student-centered <input type="checkbox"/> Versatile <input type="checkbox"/> Logical

Working with Families

KNOWLEDGE	SKILLS	ATTITUDES
<input type="checkbox"/> Parents as first teachers <input type="checkbox"/> Families in society <input type="checkbox"/> Various culture values and beliefs <input type="checkbox"/> English language learners	<input type="checkbox"/> Developing family involvement strategies <input type="checkbox"/> Making referrals for community-based supports <input type="checkbox"/> Communicating in home language <input type="checkbox"/> Incorporating families' cultural values and beliefs into classroom <input type="checkbox"/> Working with families from a strength-based approach	<input type="checkbox"/> Respectful <input type="checkbox"/> Understanding <input type="checkbox"/> Empathic <input type="checkbox"/> Honest <input type="checkbox"/> Sensitive

Child Assessment

KNOWLEDGE	SKILLS	ATTITUDES
<input type="checkbox"/> Methodologies of child assessment <input type="checkbox"/> Interpretation and application of child assessment	<input type="checkbox"/> Using multiple methods <input type="checkbox"/> Individualizing curriculum based on child assessment	<input type="checkbox"/> Organized <input type="checkbox"/> Unbiased <input type="checkbox"/> Strength-based applications <input type="checkbox"/> Confidentiality

Program Management

KNOWLEDGE	SKILLS	ATTITUDES
<input type="checkbox"/> Program policies & procedures <input type="checkbox"/> Managing resources <input type="checkbox"/> Scheduling and planning <input type="checkbox"/> Co-worker interactions <input type="checkbox"/> Record keeping <input type="checkbox"/> Leadership	<input type="checkbox"/> Following guidelines <input type="checkbox"/> Conserving resources by responsible management <input type="checkbox"/> Managing time <input type="checkbox"/> Working cooperatively <input type="checkbox"/> Carefully documenting <input type="checkbox"/> Problem Solving <input type="checkbox"/> Communication	<input type="checkbox"/> Responsible <input type="checkbox"/> Not wasteful <input type="checkbox"/> Punctual <input type="checkbox"/> Cooperative <input type="checkbox"/> Precise <input type="checkbox"/> Self-Starter

Child Abuse/Neglect Recognition

KNOWLEDGE	SKILLS	ATTITUDES
<input type="checkbox"/> Indicators of possible child abuse or neglect <input type="checkbox"/> Procedures of documenting and reporting child abuse or neglect	<input type="checkbox"/> Recognizing and reporting potential abuse and neglect <input type="checkbox"/> Maintaining records of disclosures <input type="checkbox"/> Dealing with families	<input type="checkbox"/> Attention to detail <input type="checkbox"/> Good judgment <input type="checkbox"/> Tact <input type="checkbox"/> Confidentiality

Communication

Knowledge	SKILLS	ATTITUDES
<input type="checkbox"/> Vocabulary, grammar, and appropriate use of language for written and verbal communication <input type="checkbox"/> Barriers to communication and how to overcome them <input type="checkbox"/> English as second language implications <input type="checkbox"/> Communication Styles (self and others)	<input type="checkbox"/> Using of receptive and expressive language appropriate for the audience and occasion. <input type="checkbox"/> Communicating with people who speak other languages	<input type="checkbox"/> Respect <input type="checkbox"/> Tact <input type="checkbox"/> Willingness to use multiple ways to communicate

Professionalism and Leadership

Knowledge	Skills	Attitudes
<input type="checkbox"/> Regulations, guidelines, requirements, and standards <input type="checkbox"/> Professional development pathways <input type="checkbox"/> Community resources <input type="checkbox"/> Processes for affecting change	<input type="checkbox"/> Applying of regulations, guidelines, requirements, and standards <input type="checkbox"/> Accessing career pathways for self and others <input type="checkbox"/> Accessing community resources <input type="checkbox"/> Advocating for children, family, staff, and self	<input type="checkbox"/> Compliant of regulations, guidelines, requirements, and standards <input type="checkbox"/> Resourceful in finding career pathways and community resources <input type="checkbox"/> Responsible for affecting change where needed <input type="checkbox"/> Cooperative

Go to **SECTION IV. C, KNOWLEDGE AREA CROSSWALK** to see that knowledge skills and attitudes are incorporated into early childhood standards. The chart demonstrates that various early childhood professional organizations have determined that these areas are common and important to the field of early childhood education.