Draft Uber-Competencies – Master Table 11/8/15

| The successful ***Level 2…***  ***(Teacher Assistant)*** | The competent Level 3…  (***Teacher Practitioner***) | The proficient Level 4  (***Lead Teacher)***… | The influential Level 5  (***Master Teacher)*** |
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| **Human Growth & development** | | | |
| HGD1: Understands children’s unique patterns of development & learning |  | HGC4: Understands the context of typical and atypical development and when assessment may be warranted. | HGD5: Integrates research & theory into professional practice guiding children’s development and learning |
| HGD2: Understands the interrelationship between developmental domains and the larger context. |  |  | HGD6: Describes and defends concepts, principles, and assessment practices supporting healthy development and learning |
| HGD3: Understands the impact of contextual factors on learning and development |  |  |
| **Health Safety & Well-Being** | | | |
| HSW1: Understands components of a safe and healthy environment | HSW3: Creates a healthy and safe environment | HSW6: Collaborates with families and community organizations to support children’s healthy development and learning | HSW7: Provides a rationale supporting healthy and safe early childhood program practices |
| HSW2: Maintains a safe & healthy environment | HSW4: Assesses healthy and safe early childhood environments | HSW8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices |
| HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment |
| **Observation & Assessment** | | | |
|  | O&A1: Identifies the benefits and purposes of observation, screening, and assessment | OA4: Understands the impact and influence of external factors on assessment practices. | O&A7: Understands assessment and evaluation practices and their relationship to goal setting, curriculum implementation, and program planning |
| O&A2: Identifies effective assessment practices and strategies. | O&A5: Selects, implements, and evaluates assessment strategies designed to support the development and learning of children. | O&A8: Utilizes assessment data to support child and program development |
| O&A3: Utilizes basic observation and assessment approaches appropriately within the early childhood context | O&A6: Selects and uses screening and assessment procedures that are respectful of each child’s developmental characteristics |
| **Curriculum & Program Design** | | | |
|  | CUR1: Understands planning processes supportive of a developmentally appropriate curriculum | CUR4: Describes approaches and strategies that support developmentally appropriate curriculum | CUR8: Understands the relationship between curricular content and program planning and implementation |
| CUR2: Understands curricular methods and strategies that support young children’s learning and development | CUR5: Understands relevant and appropriate content for young children, ages birth through 8 | CUR9: Creates and assesses policies, procedures, and plans that capture children’s healthy development and learning |
| CUR3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children’s healthy development, abilities, interests, and needs | CUR6: Selects relevant and appropriate content for young children, ages birth through 8 |
| CUR7: Uses appropriate methods and instructional strategies |
| **Interactions, Relationships & Environments** | | | |
| IRE1: Understands the role of the environment in supporting children’s development. | IRE3: Identifies factors that contribute to positive interactions with the environment | IRE5: Creates engaging environments that meet the diverse development and learning needs of each child | IRE6: Understands the relationship between curriculum, environments, relationships, and child development and learning |
| IRE2: Understands the importance of relationships in supporting positive developmental and behavioral outcomes | IRE4: Designs learning environments and activities supportive of healthy development and learning | IRE7: Facilitates the design of engaging environment based on appropriate theory, policy, and guidelines |
| **Family & Community Relationships** | | | |
| FCR1: Understands the impact of family and community on children’s development and learning. | FCR4: Understands strategies promoting collaboration with families in support of child development and learning |  | FCR6: Implements policies, procedures, and strategies that engage families as team members |
| FCR2: Understands the importance of family engagement and is familiar with strategies that support engagement | FCR5: Obtain and incorporate information about family strengths, concerns, priorities, and goals into planning for the child. |
| FCR3: Adopts a strengths-based approach in interactions |  |
| **Professionalism** | | | |
| PRO1: Understands effective communication, collaboration, and reflection strategies | PRO6: Understands the field of ECE and the role of professionalism within it | PRO9: Understands the impact of one’s personal and professional philosophy on educational practices | PRO12: Understands the contextual rationale for professional behavior |
| PRO2: Understands historical and present-day representations of the fields of ECE general education, early childhood, special education, and early intervention fields. | PRO7: Differentiates effective communication, collaboration, and reflection strategies based on context. | PRO10: Understands the contribution of various team members of effective early childhood teams | PRO13: Creates systems that support effective communication, collaboration, and reflection at the program/agency level. |
| PRO3: Understands relevant standards, guidelines, and organizations and their impact on professional practice | PRO8: Reflects on and develops a plan to improve professional practice | PRO11: Integrates effective communication, collaboration, and reflection strategies based on family, community, and contextual needs. |
| PRO4: Applies effective communication, collaboration, and reflection strategies |
| PRO5: Applies relevant standards and guidelines to professional practice |