<table>
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<tbody>
<tr>
<td>Child/Youth Growth and Development</td>
<td>Is aware of basic benchmarks for growth and development. Recognizes that all children and youth have individual needs, temperaments, characteristics, abilities, and develop at their own rate. Accepts differences in development. Values different personalities, temperaments, and cultural influences. Recognizes that all children and youth learn and develop through experience and active participation.</td>
<td>Identifies benchmarks related to physical, cognitive, language and communication, social and emotional, and creative development. Identifies and responds to individual differences in personalities, temperaments, development, learning styles, and culture. Promotes growth and development using appropriate services and resources.</td>
<td>Explains current theories and ongoing research related to child and youth development. Supports and practices inclusion. Communicates physical, cognitive, language and communication, social and emotional, and creative differences among children and youth.</td>
<td>Applies research-based theories of growth and development to planning and practice. Collaborates with others to promote growth and development. Explains the multiple influences on development and learning.</td>
<td>Articulates, evaluates, and/or applies current theories, research, and policy related to child and youth growth and development. Integrates information on growth, development, learning patterns, diverse abilities, and multiple intelligences, and applies to practice.</td>
</tr>
<tr>
<td>Knows the typical benchmarks of growth and development and uses this knowledge to provide a program that meets the multiple needs of children and youth.</td>
<td>Explains current youth cultures, such as the use of technologies, vocabulary, clothing, and music.</td>
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## Core Knowledge and Competencies for Afterschool and Youth Development Professionals

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<tr>
<td><strong>Learning Environments and Curriculum</strong></td>
<td>Creates a developmentally appropriate learning environment and curriculum to meet individual needs, interests, development, and skill levels.</td>
<td>Creates developmentally appropriate learning environments and curriculum using appropriate methods, services, and resources.</td>
<td>Uses a broad collection of effective teaching/learning strategies, tools, and accommodations to meet individual needs and enhance learning.</td>
<td>Applies content knowledge, concepts, and skills to create a developmentally appropriate learning environment and curriculum.</td>
<td>Articulates, evaluates, and/or applies current theories, research, resources, and policies related to the design of curriculum and learning environments.</td>
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<tr>
<td></td>
<td>Creates a high-quality learning environment and implements age-appropriate curricula and program activities.</td>
<td>Provides an engaging, physically and emotionally safe, and inclusive environment to encourage play, exploration, and learning across developmental domains.</td>
<td>Creates environments and learning experiences to value, affirm, and respect diverse needs, abilities, and cultural backgrounds.</td>
<td>Develops a learning environment and curriculum using major theories of child and youth development.</td>
<td>Teaches, mentors, and coaches others about how to design and adapt curriculum to meet the needs of all learners.</td>
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<td></td>
<td>Identifies aspects of a developmentally appropriate environment and learning plan.</td>
<td>Uses appropriate equipment, devices, and technology in support of teaching and learning.</td>
<td>Designs and implements learning opportunities that include goals and objectives.</td>
<td>Reflects on the effectiveness of learning environments and curriculum to meet individual needs, interests, development, and skill levels, and makes appropriate accommodations.</td>
<td>Collaborates with other agencies to maximize opportunities for children and youth.</td>
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<tr>
<td></td>
<td>Promoting Physical, Social/Emotional, and Cognitive Development</td>
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</tr>
<tr>
<td>Learning Environments and Curriculum</td>
<td>Closely supervises and interacts with children and youth during physical activities.</td>
<td>Provides a safe learning environment where all children and youth can explore and develop cognitive, social, emotional, and physical motor skills.</td>
<td>Incorporates activities promoting cognitive, social, emotional, and physical development into all curricular areas.</td>
<td>Evaluates the appropriateness and effectiveness of physical, social, and cognitive development activities and interactions.</td>
<td>Articulates, evaluates, and/or applies current theories and research related to promoting physical, cognitive, and social/emotional development.</td>
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<td></td>
<td>Assists with fine and gross motor skill development.</td>
<td>Adapts cognitive and physical motor activities and interactions to support diverse needs, abilities, and interests as well as social and emotional development.</td>
<td>Supports children and youth in developing a sense of self.</td>
<td>Designs learning opportunities that reflect the cultures and values represented in the program community.</td>
<td>Advocates for policies and practices that promote the physical, cognitive, and social/emotional development of youth.</td>
</tr>
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<td></td>
<td>Encourages age-appropriate emotional expression.</td>
<td>Guides children and youth in expressing their feelings and asserting themselves in positive ways.</td>
<td>Facilitates learning opportunities that reflect the cultures and values represented in the community of the program.</td>
<td>Collaborates with other agencies to research and communicate information on social/emotional, physical, and cognitive development of youth.</td>
<td>Teaches others how to design relevant, culturally competent learning activities which promote physical, cognitive, and social/emotional development.</td>
</tr>
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<td>Models appropriate social interactions.</td>
<td>Provides activities and interactions that promote critical thinking and problem-solving skills.</td>
<td>Recognizes that change, stress, and transition affect social and emotional development.</td>
<td>Articulates, evaluates, and/or applies current theories and research related to promoting physical, cognitive, and social/emotional development.</td>
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<td>Recognizes that change, stress, and transition affect social and emotional development and behavior.</td>
<td>Extends learning through questions and conversations.</td>
<td>Guides children and youth in developing a sense of self.</td>
<td>Advocates for policies and practices that promote the physical, cognitive, and social/emotional development of youth.</td>
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<td>Understands that family and community have different cultural experiences that play a role in how children and youth respond socially to adults and peers.</td>
<td>Models listening and is responsive to encourage learning.</td>
<td>Helps children and youth communicate and get along with others in a safe and inclusive environment.</td>
<td>Teaches others how to design relevant, culturally competent learning activities which promote physical, cognitive, and social/emotional development.</td>
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<td>Appreciates how children and youth develop a sense of self.</td>
<td>Incorporates activities promoting cognitive, social, emotional, and physical development into all curricular areas.</td>
<td>Evaluates the appropriateness and effectiveness of physical, social, and cognitive development activities and interactions.</td>
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<td>Creates a high-quality learning environment and implements age-appropriate curricula and program activities.</td>
<td>Provides a safe learning environment where all children and youth can explore and develop cognitive, social, emotional, and physical motor skills.</td>
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<td>Provides a safe learning environment where all children and youth can explore and develop cognitive, social, emotional, and physical motor skills.</td>
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<td><strong>Promoting Language and Communication Development</strong></td>
<td>➢ Models appropriate and respectful communication skills.</td>
<td>➢ Provides learning environments to promote the development and exploration of language and communication skills.</td>
<td>➢ Incorporates communication skills into all curricular areas based on the program population.</td>
<td>➢ Evaluates the appropriateness and effectiveness of language and communication activities and interactions.</td>
<td>➢ Articulates, analyzes, evaluates, and/or applies current theories and research related to language and communication development.</td>
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<tr>
<td></td>
<td>➢ Responds to communication in a positive manner.</td>
<td>➢ Adapts language communication activities and interactions to support diverse needs and abilities.</td>
<td></td>
<td>➢ Develops and teaches strategies for integrating communication development activities into all curricular areas</td>
<td>➢ Collaborates with other agencies to research and share information on communication development.</td>
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<tr>
<td></td>
<td>➢ Encourages children and youth to communicate in a variety of ways</td>
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<td></td>
<td>➢ Advocates for policies and practices that promote the communication development of children and youth.</td>
</tr>
<tr>
<td><strong>Promoting Creative Expression</strong></td>
<td>➢ Recognizes and supports individual expression, including cultural influences.</td>
<td>➢ Provides a learning environment where children and youth can explore and develop creative skills.</td>
<td>➢ Incorporates activities for self-expression that reflect diverse cultural traditions.</td>
<td>➢ Advocates for the importance of creative expression for children and youth.</td>
<td>➢ Articulates, evaluates, and/or applies current theories and research related to promoting creative experiences.</td>
</tr>
<tr>
<td></td>
<td>➢ Encourages children and youth to try new activities.</td>
<td>➢ Adapts creative activities and interactions to support diverse needs and abilities.</td>
<td>➢ Articulates the value of creative expression as necessary to the development of the individual.</td>
<td>➢ Evaluates the appropriateness and effectiveness of creative activities.</td>
<td>➢ Demonstrates leadership in establishing partnerships with community organizations that stimulate creative experiences for children and youth.</td>
</tr>
<tr>
<td></td>
<td>➢ Provides equipment and materials that can be used in a variety of ways to encourage imagination and creativity.</td>
<td>➢ Identifies the community as a resource for creative experiences.</td>
<td>➢ Incorporates activities promoting creative development into all curricular areas.</td>
<td>➢ Partners with community organizations that stimulate creative experiences for children and youth.</td>
<td>➢ Collaborates with other agencies to research and communicate information on creative development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Uses the community as a resource for creative experiences.</td>
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<td></td>
<td>➢ Teaches, coaches, and mentors others about the importance of integrating creative activities into all curricular areas.</td>
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<tr>
<td>Child/Youth Observation and Assessment</td>
<td>Identifies children and youth as individuals and acknowledges that individuals develop at their own pace.</td>
<td>Collects and organizes information to measure child/youth outcomes while following appropriate procedures for observation, assessment, and referrals.</td>
<td>Engages in ongoing assessment of individual growth, development, and learning, and applies this knowledge to practice.</td>
<td>Analyzes and evaluates observation and assessment data, and applies knowledge to practice.</td>
<td>Selects appropriate assessment methods and tools for measuring child/youth outcomes, including longitudinal data collection to measure both short- and long-term progress.</td>
</tr>
<tr>
<td></td>
<td>Recognizes that observation and assessment are ongoing processes.</td>
<td>Assesses children and youth using appropriate methods, services, and resources.</td>
<td>Identifies the role of risk factors and protective factors on children and youth development.</td>
<td>Selects and considers assessment and screening information when making curriculum and program decisions for individuals and/or groups.</td>
<td>Partners with external evaluators and researchers to improve program quality.</td>
</tr>
<tr>
<td></td>
<td>Maintains confidentiality regarding observation and assessment information.</td>
<td>Discusses the purpose, benefits, and uses of informal and formal assessments.</td>
<td>Implements formal and informal assessment tools for individual and group learning.</td>
<td>Implements formal and informal assessment tools for individual and group learning.</td>
<td>Articulates, evaluates, and/or applies current theories, research, and policies relevant to observation and assessment.</td>
</tr>
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<td></td>
<td>Assists with the collection of information about growth, development, and learning.</td>
<td>Selects and uses observation results in planning and implementing learning activities.</td>
<td>Plans relevant and culturally appropriate assessments.</td>
<td>Plans relevant and culturally appropriate assessments.</td>
<td>Plans relevant and culturally appropriate assessments.</td>
</tr>
<tr>
<td></td>
<td>Understands and applies observation and assessment techniques and tools to meet individual needs.</td>
<td>Recommends appropriate referrals based on observation, documentation, and assessment.</td>
<td>Interprets assessment results and communicates them in a clear and supportive manner.</td>
<td>Develops a plan that utilizes assessment information to improve curriculum and modify learning experiences.</td>
<td>Collaborates to create partnerships for assessment.</td>
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<td><strong>Providing Individual Guidance</strong></td>
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<td>Demonstrates developmentally appropriate guidance approaches and interactions.</td>
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<tr>
<td>Guides behavior in positive ways.</td>
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<tr>
<td>Models and practices a positive attitude and respect for self and others.</td>
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<tr>
<td>Provides a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors.</td>
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<td>Provides individual guidance and support using appropriate methods, services, and resources.</td>
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<tr>
<td>Uses age-appropriate guidance strategies.</td>
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<td>Demonstrates realistic expectations about the child/youth’s social, emotional, physical, and cognitive abilities and needs.</td>
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<tr>
<td>Partners with others to develop and implement individualized guidance strategies.</td>
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<tr>
<td>Applies theories of child/youth growth and development to improve guidance and support techniques.</td>
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<tr>
<td>Individualizes and improves guidance and support through child/youth observation and assessment data.</td>
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<tr>
<td>Applies differentiated instructional, guidance, and support techniques to meet diverse needs and abilities.</td>
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| **Enhancing Group Experiences** | | | | | |
| Recognizes that working with groups is different from working with individuals. | | | | | |
| States the importance of organization and flexibility when working with children and youth in groups. | | | | | |
| Considers development, interests, age, abilities, and skill levels when grouping children and youth. | | | | | |
| Provides organization and flexibility when working with children and youth in groups. | | | | | |
| Identifies each child/youth’s abilities and uses guidance techniques accordingly. | | | | | |
| Enhances group experiences using appropriate methods, services, and resources, including technology. | | | | | |
| Recognizes how group dynamics affect the learning process. | | | | | |
| Designs and adapts group experiences to promote engagement and learning. | | | | | |
| Plans and guides activities to teach children and youth cooperative group skills. | | | | | |
| Observes group activities and transitions to enhance individual experiences. | | | | | |
| Analyzes observation, evaluation, and direct input from children and youth to improve group experiences. | | | | | |
| Designs and develops effective group activities and interactions based on current research and curriculum. | | | | | |
| Utilizes group management strategies based on theories of child and youth development. | | | | | |
| Develops policies for effective child/youth guidance and support. | | | | | |
| Articulates, evaluates, and/or applies current theories and research related to individual guidance and support. | | | | | |

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Includes the knowledge and skills expected of an entry-level worker who is new to the child/youth development field and has minimal specialized training/education or experience.

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<td>Youth Engagement</td>
<td>Provides all children and youth with leadership opportunities.</td>
<td>Supports active participation of children and youth in the program.</td>
<td>Shares leadership and work with children and youth as appropriate.</td>
<td>Designs activities to support leadership opportunities that align with developmental abilities.</td>
<td>Articulates, evaluates, and/or applies current theories and research related to promoting child and youth empowerment, leadership, and voice.</td>
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<td></td>
<td>Promotes and supports child-initiated and youth-led learning and activities.</td>
<td>Develops relationships with children and youth while respecting cultural and ability differences in participation style.</td>
<td>Provides children and youth with opportunities that serve others.</td>
<td>Supports the implementation of curricular activities that celebrate and are informed by child/youth culture and voice.</td>
<td>Analyzes and reflects on organizational culture and implements changes that demonstrate the value and need for child and youth leadership, voice, engagement, and empowerment.</td>
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<td></td>
<td>Provides an environment that offers choices.</td>
<td>Fosters critical thinking, decision-making, problem-solving, and goal-setting skills.</td>
<td>Develops the capacity for self-reflection, communication, empathy, and appreciation of diverse opinions and cultures in children and youth.</td>
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<td>Acts in partnership with children and youth to foster appropriate child/youth leadership and voice.</td>
<td>Engages children and youth in leadership activities.</td>
<td>Shares leadership and work with children and youth as appropriate.</td>
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<td>Maintains appropriate emotional and physical boundaries between children, youth, and adults.</td>
<td>Provides children and youth with opportunities that serve others.</td>
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<td>Explains youth culture within the larger community context in which children, youth, and families live.</td>
<td>Supports the implementation of curricular activities that celebrate and are informed by child/youth culture and voice.</td>
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</thead>
<tbody>
<tr>
<td></td>
<td>➢ Demonstrates awareness of own cultural beliefs and practices.</td>
<td>➢ Values cultural differences in children, youth, and families.</td>
<td>➢ Communicates the cultural and environmental effects on learning, behavior, and development.</td>
<td>➢ Supports the cultural identity, beliefs, and practices of each child and youth.</td>
<td>➢ Evaluates, applies, and articulates current theory, resources, research, and policy promoting cultural competence and responsiveness.</td>
</tr>
<tr>
<td>Cultural Competency and Responsiveness</td>
<td>➢ Seeks new knowledge regarding cultural beliefs and practices.</td>
<td>➢ Increases own understanding of different cultural groups, including one's own cultural identities, beliefs, practices, and biases.</td>
<td>➢ Creates an inclusive, welcoming, and respectful environment for all children, youth, and families.</td>
<td>➢ Incorporates global perspectives.</td>
<td>➢ Builds relationships with culturally specific organizations and other relevant community partners.</td>
</tr>
<tr>
<td></td>
<td>➢ Follows program guidelines that include respect and use of non-discriminatory language.</td>
<td>➢ Identifies culturally specific organizations as resources for staff and community.</td>
<td>➢ Supports the cultural identity, beliefs, and practices of each child and youth.</td>
<td>➢ Connects teaching and learning approaches to the experiences and cultures of the community and others.</td>
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</table>
| **Relationships with Families**| - Identifies the role of the family as central to the development of children and youth.  
- Respects choices and goals families make for their children.  
- Protects children, youth, and family confidentiality.  
- Communicates respectfully and positively with families from a variety of cultural and socioeconomic backgrounds.  
- Develops and maintains open, friendly, cooperative, and respectful relationships with families.  
- Identifies ways to support the relationship between children and their families.  | - Respects the family’s role in, influence on, and responsibility for education and development.  
- Communicates with family members about program activities and goals and shares appropriate services and resources.  
- Engages families in discussions regarding their child’s development.  
- Works effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds.  
- Provides opportunities for continual family involvement throughout the program.  | - Facilitates and models a strengths-based, family-centered approach.  
- Engages families in discussions to promote respectful partnerships.  
- Shares information with families about the relationship among learning activities, environment, and child development.  
- Demonstrates support for families through reciprocal relationships.  | - Partners, plans, and communicates to enhance family support and participation.  
- Reviews the effectiveness of family involvement activities and input structures, and recommends changes as needed.  
- Ensures regular staff training and oversees development of program policies, procedures, liabilities, and risk management regarding family and community involvement.  
- Teaches, mentors, and coaches others about how to promote family and community engagement.  | - Articulates, evaluates, and/or applies current theories, research and best/promising practices related to family systems.  |
| **Partnerships with Community** | - Recognizes and uses community resources to support and assist families and enhance programming for children and youth.  
- Works cooperatively and appropriately with volunteers and partners.  | - Identifies the larger community context within which children, youth, and families live.  
- Assists assigned volunteers in participating effectively in program activities.  
- Builds reciprocal relationships within communities using appropriate services and resources.  | - Demonstrates positive, reciprocal working relationships with community partners.  
- Demonstrates effective working relationships with volunteers.  | - Expands relationships with community partners to support learning, development, and well-being of children, youth, and families.  
- Implements and supports volunteer program best/promising practices.  
- Recognizes the influence of community norms on relationships, environment, and learning.  | - Evaluates, applies, and articulates current theory, resources, research, and policy promoting relationships within communities.  
- Develops and maintains a volunteer management system, as needed, using best/promising practices.  
- Represents children and youth in collaborative community endeavors to support learning, development, wellbeing.  |

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<td><strong>Partnerships with Schools</strong></td>
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<tr>
<td>➢ Identifies that the school and afterschool program should work collaboratively.</td>
<td>➢ Identifies the existence of state academic standards</td>
<td>➢ Maintains ongoing dialogue with school personnel as needed.</td>
<td>➢ Promotes reciprocal relationships and partnerships with school personnel in whom each party understands and respects the positive impact each type of program and learning environment can have on child and youth outcomes and school achievement.</td>
<td></td>
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</tr>
<tr>
<td>➢ Works collaboratively to establish a foundation for children, youth, and families to include appropriate afterschool and youth development services.</td>
<td>➢ Contributes to positive relationships between school and the afterschool program.</td>
<td>➢ Develops relationships with appropriate school staff to better meet the individual needs of students.</td>
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<tr>
<td>➢ Assists in maintaining positive behavior support policies consistent with schools (if school-based) and reflective of the culture of families.</td>
<td>➢ Explains education standards in place at schools attended by program participants.</td>
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<td>Protocols others by following health and safety regulations and policies.</td>
<td>Communicates and follows emergency preparedness plans.</td>
<td>Develops illness and injury procedures and emergency preparedness plans.</td>
<td>Partners with others in the development and/or revision of health and safety policies and procedures.</td>
<td>Articulates, evaluates, and/or applies current theories, research, promising/best practices, and policies related to health and safety.</td>
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<tr>
<td></td>
<td>Practices safety awareness including personal safety.</td>
<td>Assists with and involves children and youth (when possible) in health and safety assessments.</td>
<td>Develops and implements systems for documentation and notification of suspected child abuse and neglect, in accordance with state law.</td>
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<td></td>
<td>Identifies, documents, and reports suspected child abuse and neglect as mandated by law.</td>
<td>Ensures adherence to health and safety regulations and policies, including those regarding the inclusion of children and youth of all cultural backgrounds and abilities.</td>
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<td></td>
<td>Responds calmly and effectively to a crisis.</td>
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<tr>
<td>Knowledge of Regulations</td>
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<tr>
<td>Environmental Safety</td>
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<tr>
<td>a. Recognizes and maintains safe indoor and outdoor areas.</td>
<td>a. Assesses and adapts environments, including when away from the facility, to ensure the safety of children and youth.</td>
<td>a. Collaborates with others to ensure adherence to policies and procedures pertaining to the safety of children and youth.</td>
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<tr>
<td>b. Follows safe practices.</td>
<td>b. Promotes safety using appropriate methods, services, and resources.</td>
<td>b. Develops policies and procedures for environmental (including the sensory and physical environment) safety.</td>
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<td></td>
<td>c. Plans experiences to keep children and youth safe.</td>
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<td></td>
<td>d. Communicates policies, procedures, and information with families and staff.</td>
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<tr>
<td>➢ Supports the nutritional needs and healthy eating practices of children and youth.</td>
<td>➢ Promotes healthy eating practices by using appropriate methods, services, and resources.</td>
<td>➢ Designs, assesses, and modifies healthy environments and procedures to protect the health of all children, youth, and adults.</td>
<td>➢ Designs, assesses, and modifies healthy environments and procedures to protect the health of all children, youth, and adults. b. Incorporates activities promoting healthy nutrition across curricular areas.</td>
<td>➢ Articulates, evaluates, and/or applies current theories, research, promising/best practices, resources, and policies relevant to health and wellness.</td>
<td></td>
</tr>
<tr>
<td>➢ Follows practices to support the emotional well-being of children and youth.</td>
<td>➢ Communicates with others about the nutritional needs and preferences of children and youth.</td>
<td>➢ Identifies and responds to nutritional issues.</td>
<td>➢ Identifies and responds to nutritional issues.</td>
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<tr>
<td>➢ States the importance of mental wellness and how it connects to the individual's overall health.</td>
<td>➢ Promotes mental health using appropriate methods, services, and resources.</td>
<td>➢ Accommodates diverse health needs and abilities.</td>
<td>➢ Accommodates diverse health needs and abilities.</td>
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<tr>
<td>➢ Recognizes that children and youth have individual mental health needs and require an individualized response.</td>
<td>➢ Monitors the environment for healthy practices, making improvements as necessary.</td>
<td>➢ Promotes a healthy lifestyle.</td>
<td>➢ Promotes a healthy lifestyle.</td>
<td></td>
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</tr>
<tr>
<td>➢ Supports the physical health of each child and youth.</td>
<td>➢ Implements procedures and plans experiences to promote health and fitness.</td>
<td>➢ Recognizes signs of stress and trauma on children and youth and makes appropriate referrals.</td>
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<tr>
<td>➢ Models healthy lifestyle practices.</td>
<td>➢ Recognizes children’s and youth’s exploration and curiosity about the human body and responds appropriately.</td>
<td>➢ Identifies signs and symptoms of common childhood and adolescent health problems, including mental health issues, social issues, and risky behavior, and confers with supervisor and/or parent accordingly.</td>
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<td>➢ Maintains sanitary environments.</td>
<td>➢ Facilitates age-appropriate discussions on healthy living topics.</td>
<td>➢ Consistently monitors and implements strategies to support mental well-being of children and youth.</td>
<td>➢ Consistently monitors and implements strategies to support mental well-being of children and youth.</td>
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<tr>
<td><strong>Safety and Wellness</strong></td>
<td>Ensures the safety and wellness of children and youth by implementing prevention, preparedness, and health and safety practices.</td>
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<td><strong>Program Planning and Evaluation</strong></td>
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<tr>
<td>Follows the program’s mission and policies.</td>
<td>Supports and implements the program’s mission and policies.</td>
<td>Aligns daily practices with the program’s philosophy, policies, and procedures.</td>
<td>Develops and monitors program policies and procedures that integrate laws, regulations, and professional standards.</td>
<td>Articulates, evaluates, and/or applies current theories, research, and policies relevant to program planning and evaluation.</td>
<td></td>
</tr>
<tr>
<td>Recognizes the importance of evaluations and assists in evaluating the program’s effectiveness.</td>
<td>Promotes program planning and evaluation using appropriate services and resources.</td>
<td>Participates in strategic planning and goal setting for program improvement.</td>
<td>Promotes collaborations to support the program.</td>
<td>Develops, implements, evaluates, and revises program policies.</td>
<td></td>
</tr>
<tr>
<td>Is proficient in the use of technology needed to function effectively in current position.</td>
<td>Implements strategies to promote the value of the program in the community.</td>
<td>Incorporates cultural diversity into the daily program.</td>
<td>Manages program resources effectively.</td>
<td>Manages program resources effectively.</td>
<td></td>
</tr>
<tr>
<td><strong>Personnel Management</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N/A Level 5 Only</td>
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<td>Financial Management</td>
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<td>N/A Level 5 Only</td>
<td>Promotes financial management practices using appropriate services and resources.</td>
</tr>
<tr>
<td>Displaying Professionalism in Practice</td>
<td>Models a positive and respectful attitude when working with children and youth.</td>
<td>Manages demands of personal and professional commitments.</td>
<td>Promotes professionalism and ethical responsibilities by following a professional code of ethics.</td>
<td>Responds to challenges as opportunities for professional growth.</td>
<td>Evaluates, applies, and articulates current theory, resources, research, and policy promoting professionalism and professional code of ethics.</td>
</tr>
<tr>
<td></td>
<td>Improves teaching and learning through professional work habits.</td>
<td>Demonstrates commitment to a professional code of ethics and other professional guidelines.</td>
<td>Demonstrates oral and written skills appropriate to one’s professional role, including using technology.</td>
<td>Collaborates with other organizations and agencies to meet goals.</td>
<td>Applies oral, written, and technological communication skills to one’s specialized professional role.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates the ability to work effectively with others.</td>
<td>Interacts with others in a professional manner.</td>
<td>Demonstrates positive relationships and supportive interactions when caring for children and youth.</td>
<td>Articulates a personal philosophy of education based on knowledge of child/youth growth and development, cultural competencies, best/promising practices, and a professional code of ethics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acts ethically, maintaining confidentiality and impartiality, based on a professional code of ethics and other professional guidelines.</td>
<td>Promotes professionalism using appropriate skills, services, and resources.</td>
<td>Describes relationship between theory and practice.</td>
<td></td>
<td></td>
</tr>
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<td>Professional Development and Leadership</td>
<td>Acts ethically and advocates for best practices and policies for children and youth.</td>
<td>Articulates a personal philosophy of education based on knowledge of child/youth growth and development, cultural competencies, best/promising practices, and a professional code of ethics.</td>
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<td>➢ Seeks knowledge through interactions with other professionals.</td>
<td>➢ Builds personal and professional competence by using appropriate skills, services, and resources.</td>
<td>➢ Practices ongoing self-reflection, self-assessment, and problem-solving strategies to promote professional growth.</td>
<td>➢ Integrates knowledge of historical, philosophical, psychological, and social foundations of child/youth development into planning and decision making.</td>
<td>➢ Evaluates, applies, and articulates current theory, resources, research, and policy promoting ongoing professional growth.</td>
<td></td>
</tr>
<tr>
<td>➢ Identifies professional development requirements of the field and awareness of professional standards.</td>
<td>➢ Develops and implements a professional development plan.</td>
<td>➢ Engages in continuous, collaborative professional development for the benefit of self and others.</td>
<td>➢ Participates actively in a leadership role in professional associations and builds professional relationships.</td>
<td>➢ Creates professional development opportunities for others.</td>
<td></td>
</tr>
<tr>
<td>➢ Follows a professional development plan.</td>
<td>➢ Participates in activities, projects, and events within the field.</td>
<td>➢ Identifies professional development opportunities.</td>
<td>➢ Creates professional development opportunities for others.</td>
<td>➢ Evaluates and selects resources for ongoing professional development.</td>
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<td><strong>Leadership and Advocacy</strong></td>
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<tr>
<td>➢ Identifies the need for leadership skills (to be a voice) in the child/youth development field for children, youth, and families.</td>
<td>➢ Displays leadership skills and identifies strategies for advocacy.</td>
<td>➢ Participates in leadership and advocacy opportunities within the profession.</td>
<td>➢ Advocates for programs and policies that impact the overall quality of services for all children, youth, and families.</td>
<td>➢ Evaluates, applies, and articulates current theory, resources, research, and policy promoting leadership and advocacy.</td>
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</tr>
<tr>
<td>➢ Identifies characteristics and qualities of leadership.</td>
<td>➢ Promotes leadership and advocacy using appropriate skills, services, and resources.</td>
<td>➢ Encourages and empowers others to engage in advocacy and leadership.</td>
<td>➢ Serves in leadership roles within the profession.</td>
<td>➢ Creates opportunities for others to serve in leadership and advocacy roles.</td>
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</tr>
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<td>➢ Acts ethically; is committed to continuous learning and advocates for best practices and policies for children and youth.</td>
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**Level 5 (Mastery):** Professionals at this level have advanced from basic knowledge and understanding to analysis, synthesis, and evaluation. Level 5 includes Levels 1, 2, 3, and 4