

## Emerging Teacher Core Competencies

Approved as Draft by the Professional Levels and Competencies Task Force, July 31, 2009

<b>Standard 1: Promoting Child Development and Learning</b>												
<i>I = Infant; T = Toddler; P = Preschool; K = Kindergarten</i>	<b>Level 1 Progressing</b>				<b>Level 2 Skilled</b>				<b>Level 3 Mastery Level</b>			
	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>
<b>1a: Knowing and understanding your children's characteristics and needs</b>												
1a.1 Demonstrates basic understanding of typical and atypical child development	X	X	X	X								
1a.2 Demonstrates basic understanding of key concepts of developmentally appropriate expectation and positive guidance techniques	X	X	X	X								
1a.3 Demonstrates comprehensive understanding of typical and atypical child development					X	X	X	X				
1a.4 Demonstrates comprehensive understanding of key concepts of developmentally appropriate expectation and positive guidance techniques					X	X	X	X				
1a.5 Articulates importance of responsive care in development of child's identity and sense of self					X	X	X	X				
1a.6 Engages in role modeling and reflective mentoring practices which demonstrate comprehensive understanding of child development and appropriate positive guidance strategies									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
<b>1b: Knowing and understanding the multiple influences on development and learning</b>												
1b.1 Demonstrates understanding of environmental, cultural, and biological influences on development and learning	X	X	X	X								
1b.2 Demonstrates understanding of the influence of stress, trauma biological and environmental factors on pre-, peri- and post-natal development					X	X	X	X				
1b.3 Demonstrates reflective mentoring with colleagues about multiple influences on development									X	X	X	X

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<b>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</b>												
1c.1 Creates and maintains classroom environment reflecting knowledge of state regulations and recommended practice standards	X	X	X	X								
1c.2 Organizes and offers a learning environment designed to meet the health, safety, and individual learning needs of all children in the programs, while maximizing opportunities for individual development	X	X	X	X								
1c.3 Organizes environment to meet health and safety needs and include large group areas, small groups areas, interest areas with a variety of materials, and with separate quiet and active play areas for diverse needs of children	X	X	X	X								
1c.4 Establishes classroom procedures and routines that support high expectations for children's learning	X	X	X	X								
1c.5 Establishes learning environments that encourage positive social interaction, active engagement, and self regulation for children	X	X	X	X								
1c.6 Engages in intentional practices that value diversity and demonstrates an understanding that bias and discrimination impact development					X	X	X	X				
1c.7 Creates and evaluates play-based environments that support exploration, growing independence, and self-regulation					X	X	X	X				
1c.8 Implements and maintains classroom procedures and routines that support high expectations for learning					X	X	X	X				

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<b>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</b>												
1c.9 Implements and maintains learning environments that encourage positive social interaction, active engagement, and self-regulation					X	X	X	X				
1c.10 Models and mentors appropriate use of environment as key learning tool									X	X	X	X
1c.11 Articulates how environment reflects the teacher's intentionality and program philosophy									X	X	X	X
1c.12 Models inclusion of routine tasks in a relaxed, reassuring, and individualized manner based on developmental needs									X	X	X	X

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<b>Standard 2: Building Family and Community Relationships</b>												
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<b>2a: Knowing about and understanding family and community characteristics</b>												
2a.1.1 Communicates daily with families to provide for early care, health, and education of children	X	X										
2a.1.2 Communicates frequently with families in order to understand family & community characteristics			X	X								
2a.2 Identifies diverse family structures, relationships, child rearing preferences, abilities, languages, cultural and ethnic practices, and considers their impact on child development, curriculum and healthy relationships	X	X	X	X								
2a.3 Identifies community resources that meet expressed and/or observed needs of the family	X	X	X	X								
2a.4 Adapts consistently to the expressed and/or observed individual needs of diverse families and the community to promote healthy relationships					X	X	X	X				
2a.5 Models relationship-based individualized approaches to family involvement based on expressed and/or observed family and community characteristics									X	X	X	X

<sup>3</sup> *Note:* Standards 2a.4 and 3c.3 are similar. One may be deleted.

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<b>2b: Supporting and empowering families and communities through respectful, reciprocal relationships</b>												
2b.1 Solicits and uses family information regarding family strengths, challenges, needs and goals	X	X	X	X								
2b.2 Provides feedback and information to families based on expressed and/or observed goals or needs	X	X	X	X								
2b.3 Engages in two-way communication and consistently makes adaptations based on that information					X	X	X	X				
2b.4 Collaborates with families and communities using multiple and diverse methods of communication in order to support families as decision-makers									X	X	X	X
2b.5 Shares effective practices with families and staff through modeling, mentoring and/or coaching									X	X	X	X

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<b>2c: Involving families and communities in their children's development and learning</b>												
2c.1 Provides activities and materials that support children's learning and development at home and in the community in response to observed and expressed goals and needs	X	X	X	X								
2c.2 Utilizes family input and community resources in planning for children's development, learning, and transitions					X	X	X	X				
2c.4 Collaborates with all who provide care and learning opportunities for each child, developing a community of support for children and families					X	X	X	X				
2c.5 Supports the development and maintenance of positive parent child relationships					X	X	X	X				
2c.6 Individualizes curriculum based on collaborations with families, early care, health and education teams, communities and assessment data									X	X	X	X
2c.7 Models family and community partnership strategies for others									X	X	X	X

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<b>2d: Advocates for consistent representation of diversity and children's home culture within the group</b>												
2d.1 Seeks and applies knowledge regarding individualized early care, health and education	X	X	X	X								
2d.2 Consistently develops and integrates practices reflective of children's home cultures, communities, languages and experiences					X	X	X	X				
2d.3 Connects families with available community resources in response to observed or expressed goals or needs					X	X	X	X				
2d.4 Models and supports the development of others in incorporating inclusive and culturally responsive practices									X	X	X	X
2d.5 Works with the community to identify additional resources needed to support diverse families									X	X	X	X

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**Standard 3: Observing, Documenting and Assessing to Support Young Children and Families**

<i>I = Infant; T = Toddler; P = Preschool; K = Kindergarten</i>	Level 1 Progressing				Level 2 Skilled				Level 3 Mastery Level			
	I	T	P	K	I	T	P	K	I	T	P	K
<b>3a: Understanding the goals, benefits and uses of assessment</b>												
3a.1 Demonstrates developing knowledge of important goals of early childhood assessment	X	X	X	X								
3a.2 Beginning to demonstrate alignment between individual and program goals, curriculum, teaching and intervention strategies, and assessments including those related to special services (e.g., IFSP/IEP)	X	X	X	X								
3a.3 Explains ways assessment can facilitate good teaching	X	X	X	X								
3a.4 Demonstrates knowledge of important goals of early childhood assessment					X	X	X	X				
3a.5 Demonstrates alignment between individual and program goals, curriculum, teaching and intervention strategies, and assessments including those related to special services (e.g., IFSP/IEP)					X	X	X	X				
3a.6 Explains how assessment can be used in positive ways to benefit children by informing teachers in making sound decisions about teaching and learning					X	X	X	X				
3a.7 Articulates how inappropriate assessment practices may lead to conclusions or actions that are harmful for children and families					X	X	X	X				
3a.8 Models understanding, and articulate expression of the significance and importance of assessment									X	X	X	X

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<b>3a: Understanding the goals, benefits and uses of assessment</b>													
3a.9 Models knowledge of a wide range of assessment goals and close alignment between individual and program goals, curriculum, teaching and intervention strategies, and assessments including those related to special services (e.g., IFSP/IEP)										X	X	X	X
3a.10 Articulates and documents positive uses of assessment that benefit children by informing teachers in making sound decisions about teaching and learning as well as program improvement										X	X	X	X

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<b>3b: Knowing about and using observation, documentation and other appropriate assessment tools and approaches</b>												
3b.1 Demonstrates developing knowledge of evidence base supporting appropriate use of assessment strategies	X	X	X	X								
3b.2 Demonstrates developing competence in appropriate use of assessment strategies	X	X	X	X								
3b.3 Demonstrates developing competence in selection and use of specific instruments for intended purposes	X	X	X	X								
3b.4 Demonstrates evidence-based knowledge and basic competence in appropriate use of assessment strategies (e.g., family interview, observation, documentation, assessment instrument)					X	X	X	X				
3b.5 Demonstrates appropriate selection and use of specific tools to address children's individual strengths, interests, and needs (e.g., cultural, linguistic, ability diversity)					X	X	X	X				
3b.6 Demonstrates appropriate selection of tools, use, and interpretation of assessment information to influence practice appropriately (e.g., make referrals, design interventions, develop and modify instructional strategies, curriculum, and IFSP/IEP)					X	X	X	X				
3b.7 Models evidence-based knowledge and competence in appropriate use of assessment strategies (e.g., family interview, observation, documentation, assessment instrument)									X	X	X	X

<sup>2</sup> Note: Standards 3b.6 and 4b.1 are similar. One may be deleted.

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	I	T	P	K	I	T	P	K	I	T	P	K	
<b>3b: Knowing about and using observation, documentation and other appropriate assessment tools and approaches</b>													
3b.8 Models appropriate use of a broad range of specific instruments to address children's individual strengths, interests, and needs (e.g., cultural, linguistic, ability diversity)										X	X	X	X
3b.9 Models skilled performance in selection of appropriate tools and use and interpretation of assessment information to influence practice appropriately (e.g., make referrals, design interventions, develop and modify instructional strategies, curriculum, and IFSP/IEP)										X	X	X	X

<sup>2</sup> Note: Standards 3b.6 and 4b.1 are similar. One may be deleted.

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<b>3c: Understanding and practicing responsible assessment</b>												
3c.1 Identifies current educational, legal, and ethical issues with respect to assessment practices	X	X	X	X								
3c.2 Demonstrates developing ability to identify responsible as well as irresponsible assessment practices	X	X	X	X								
3c.3 Demonstrates developing ability to apply assessment practices appropriately when working with individual children who present a variety of strengths, interests, and needs (e.g., cultural, linguistic, and ability diversity)	X	X	X	X								
3c.4 Applies current educational, legal, and ethical issues with respect to assessment practices					X	X	X	X				
3c.5 Applies assessment practices appropriately when working with individual children who present a variety of strengths, interests, and needs (e.g., cultural, linguistic, ability diversity)					X	X	X	X				
3c.6 Models current education, legal, and ethical issues with respect to assessment practice									X	X	X	X
3c.7 Applies and models complex understanding of responsible assessment practices when working with individual children who present a variety of strengths, interests, and needs (e.g., cultural, linguistic, ability diversity)									X	X	X	X

<sup>3</sup> *Note:* Standards 2a.4 and 3c.3 are similar. One may be deleted.

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	I	T	P	K	I	T	P	K	I	T	P	K
<b>3d: Knowing about assessment partnerships with families and other professionals</b>												
3d.1 Demonstrates developing knowledge of the educational, legal, and ethical base that supports partnerships with families and other professionals with respect to assessment practices	X	X	X	X								
3d.2 Demonstrates developing skills in communication and team building with families, including the child, and other professionals around assessment practices	X	X	X	X								
3d.3 Demonstrates knowledge of the educational, legal, and ethical base that supports partnerships with families and other professionals with respect to assessment practices					X	X	X	X				
3d.4 Demonstrates skills in communication and team building with families and other professionals around assessment practices					X	X	X	X				
3d.5 Demonstrates skills in facilitating active participation of families and other professionals in collaborative assessment practices					X	X	X	X				
3d.6 Models knowledge of and ability to articulate clearly the educational, legal, and ethical base that supports partnerships with families and other professionals with respect to assessment practices									X	X	X	X
3d.7 Models use of a broad range of skills in communication and team building with families and other professionals around assessment practices									X	X	X	X
3d.8 Models facilitating active participation of families and other professionals in collaborative assessment practices									X	X	X	X

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<b>4a: Knowing, understanding, and using positive relationships and supportive interactions</b>												
4a.1 Engages in positive <i>primary caregiving</i> with children	X	X	X									
4a.2 Demonstrates positive professional relationships and supportive interactions, both intracultural and intercultural, with all children, families, and staff	X	X	X	X								
4a.3 Structures, supports, and supervises the activities of other adults in the classroom	X	X	X	X								
4a.4 Develops, implements, and evaluates individualized plans, including IFSPs and IEPs, with family members and other professionals, as a member of a team	X	X	X	X								
4a.5 Demonstrates positive professional relationships & supportive interactions, both intracultural & intercultural, with all children, families, and staff					X	X	X	X				
4a.6 Develops, implements, and evaluates individualized plans, including IFSPs and IEPs, with family members and other professionals, as a leader of a team					X	X	X	X				
4a.7 Models and mentors others in implementing positive <i>primary caregiving</i> with children									X	X	X	
4a.8 Demonstrates initiative and leadership in promoting supportive interactions among children, families, and staff									X	X	X	X
4a.9 Serves as a resource for other staff									X	X	X	X

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<b>4a: Knowing, understanding, and using positive relationships and supportive interactions</b>													
4a.10 Demonstrates extensive understanding of the research and theories underlying effective practices to promote supportive interactions										X	X	X	X
4a.11 Demonstrates sensitivity and skill in creating relationships with culturally and linguistically diverse children and families										X	X	X	X
4a.12 Demonstrates skill in observing interactions and interpreting, articulating, and solving problems in relationships among and between children, staff, parents and self										X	X	X	X
4a.13 Demonstrates flexibility in responding to children's cultural, social, and emotional needs in the classroom environment										X	X	X	X







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<b>4b: Knowing, understanding, and using appropriate, effective approaches and strategies for early education</b>												
4b.2.3 Demonstrates a range of effective approaches, content-specific strategies, technology, and tools to positively cultivate children’s development and learning in individual, small group, and large group settings for all of the Iowa Core Curriculum Standards appropriate for Kindergarten				X								
4b.3 Observes and adapts to all verbal and nonverbal communication cues of children	X	X	X	X								
4b.4.1 Utilizes respectful, responsive, reciprocal strategies that facilitate each child’s learning and development in the Iowa Early Learning Standards <sup>1</sup>	X	X										
4b.4.2 Utilizes appropriate instructional strategies that facilitate children’s learning along the teaching-learning paths towards key concepts or big ideas in the Iowa Early Learning Standards <sup>1</sup>			X									
4b.4.3 Utilizes appropriate instructional strategies that facilitate children’s learning along the teaching-learning paths towards key concepts or big ideas in each set of content area standards				X								
4b.5 Uses effective group management strategies to ensures that all children are engaged in meaningful learning throughout the day, minimizing wait time and transitions	X	X	X	X								
4b.6 Utilizes information from ongoing child observations and assessments to plan, implement, and evaluate appropriate instruction that improves academic and developmental progress of all children (e.g. children with IFSP/IEP)					X	X	X	X				

<sup>1</sup> Note: Iowa Early Learning Standards can be found on pages 18 and 19.

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<b>4b: Knowing, understanding, and using appropriate, effective approaches and strategies for early education</b>												
4b.7 Demonstrates a wide array of effective approaches, strategies, technology, and tools to positively cultivate children's development and learning					X	X	X	X				
4b.8 Demonstrates knowledge of and ability to access additional resources and/or agencies outside the school/program when needed to effectively facilitate the learning of all children									X	X	X	X
4b.9 Serves as a resource to others and maintains connections to a larger network of professionals									X	X	X	X

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<b>4c: Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines</b>												
4c.1.1 Utilizes appropriate strategies from each content area that facilitate children's development along the teaching- learning paths towards key concepts or big ideas in the Iowa Early Learning Standards <sup>1</sup>	X	X										
4c.1.2 Utilizes appropriate instructional strategies from each content area that facilitate children's learning along the teaching- learning paths towards key concepts or big ideas in each set of content area standards and benchmarks in the Iowa Early Learning Standards <sup>1</sup>			X									
4c.1.3 Utilizes appropriate instructional strategies from each content area that facilitate children's learning along the teaching- learning paths towards key concepts or big ideas in each set of content area standards and benchmarks in the Iowa Core Curriculum Standards				X								
4c.2.1 Utilizes a wide range of appropriate strategies, materials and routines that facilitate children's learning along that teaching/learning path towards key concepts or big ideas in the Iowa Early Learning Standards <sup>1</sup>					X	X	X					
4c.2.2 Utilizes a wide range of appropriate strategies, materials and routines that facilitate children's learning along that teaching/learning path towards key concepts or big ideas in each set of content area standards and benchmarks								X				
4c.3.1 Has an extensive understanding and demonstrates the ability to teach/coach/mentor others about the learning paths of the Iowa Early Learning Standards <sup>1</sup>									X	X	X	

<sup>1</sup> Note: Iowa Early Learning Standards can be found on pages 18 and 19.

## Emerging Teacher Core Competencies

Approved as Draft by the Professional Levels and Competencies Task Force, July 31, 2009

<b>Standard 4: Teaching and Learning</b>												
<i>I = Infant; T = Toddler; P = Preschool; K = Kindergarten</i>	<b>Level 1 Progressing</b>				<b>Level 2 Skilled</b>				<b>Level 3 Mastery Level</b>			
	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>
<b>4c: Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines</b>												
4c.3.2 Has an extensive understanding and demonstrates the ability to teach/coach/mentor others about the learning paths of the content domains												X
4c.4 Demonstrates knowledge of and ability to access additional resources and/or agencies when needed to effectively facilitate the learning of all children									X	X	X	X
4c.5 Demonstrates appropriate and effective supports for children and families in transitions into and out of programs or classrooms									X	X	X	X

<sup>1</sup> Note: Iowa Early Learning Standards can be found on pages 18 and 19.



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<b>Standard 5: Becoming a Professional</b>												
<i>I = Infant; T = Toddler; P = Preschool; K = Kindergarten</i>	<b>Level 1 Progressing</b>				<b>Level 2 Skilled</b>				<b>Level 3 Mastery Level</b>			
	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>
<b>5a: Identifying and involving oneself with the early childhood field</b>												
5a.1 Demonstrates awareness of professional resources to improve teaching children, e.g. journals, professional organizations, recommended practices	X	X	X	X								
5a.2 Demonstrates awareness of accreditation standards for programs for children and, with guidance, is able to implement them as appropriate	X	X	X	X								
5a.3 Utilizes supervisors, mentors and colleagues to enhance professional development	X	X	X	X								
5a.4 Has a professional development plan based on self, peer, and supervisory evaluations and is involved in related professional development opportunities	X	X	X	X								
5a.5 Uses professional resources to improve teaching for working with children, e.g. journals, research, webinars					X	X	X	X				
5a.6 Demonstrates awareness of accreditation standards for programs for children and is able to implement them					X	X	X	X				
5a.7 Collaborates with supervisors, mentors and colleagues to enhance professional growth					X	X	X	X				
5a.8 Designs and implements a professional development plan based on student achievement, self, peer and supervisory evaluation and recommended practice as presented by research					X	X	X	X				

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<b>Standard 5: Becoming a Professional</b>													
<i>I = Infant; T = Toddler; P = Preschool; K = Kindergarten</i>	Level 1 Progressing				Level 2 Skilled				Level 3 Mastery Level				
	I	T	P	K	I	T	P	K	I	T	P	K	
<b>5a: Identifying and involving oneself with the early childhood field</b>													
5a.9 Consistently and effectively uses professional and technological resources to improve teaching for working with children, e.g. journals, research, webinars										X	X	X	X
5a.10 Utilizes data to implement accreditation standards for programs for children										X	X	X	X
5a.11 Engages with supervisors, mentors and colleagues to enhance professional growth and mentors others										X	X	X	X

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<b>Standard 5: Becoming a Professional</b>												
<i>I = Infant; T = Toddler; P = Preschool; K = Kindergarten</i>	<b>Level 1 Progressing</b>				<b>Level 2 Skilled</b>				<b>Level 3 Mastery Level</b>			
	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>
<b>5b: Knowing about and upholding ethical standards and other professional guidelines</b>												
5b.1 Complies with applicable professional code of ethics for the educational setting and licensure requirements	X	X	X	X								
5b.2 Demonstrates awareness of relevant professional guidelines (e.g. national, state or local) and standards for content and learner outcomes	X	X	X	X								
5b.3 Follows the professional code of ethics for the early childhood profession and the Iowa Board of Educational Examiners Code of Professional Conduct and Ethics					X	X	X	X				
5b.4 Upholds standards of confidentiality, sensitivity and respect of for children, families and colleagues					X	X	X	X				
5b.5 Knows and obeys relevant laws pertaining to child abuse, rights of children with disabilities and school attendance					X	X	X	X				
5b.6 Utilizes relevant professional guidelines (e.g. national, state or local) and standards for content and outcomes					X	X	X	X				
5b.7.1 Models the professional code of ethics for the early childhood profession, the educational setting, and licensure requirements									X			
5b.7.2 Models the professional code of ethics for the early childhood profession and the Iowa Board of Educational Examiners Code of Professional Conduct and Ethics										X	X	X
5b.8 Integrates relevant professional guidelines (e.g. national , state or local) and standards for content and learner outcomes									X	X	X	X

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<b>Standard 5: Becoming a Professional</b>												
<i>I = Infant; T = Toddler; P = Preschool; K = Kindergarten</i>	<b>Level 1 Progressing</b>				<b>Level 2 Skilled</b>				<b>Level 3 Mastery Level</b>			
	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>	<b>I</b>	<b>T</b>	<b>P</b>	<b>K</b>
<b>5c: Engaging in continuous, collaborative learning to inform practice</b>												
5c.1 Demonstrates skills of inquiry and self-motivation at an introductory level	X	X	X	X								
5c.2 Demonstrates skills in collaborative learning across disciplines and in inclusive settings at an introductory level	X	X	X	X								
5c.3 Demonstrates skills of inquiry and self-motivation in learning					X	X	X	X				
5c.4 Demonstrates skills in collaborative learning across disciplines and in inclusive settings					X	X	X	X				
5c.5 Consistently models and utilizes skills of inquiry and self-motivation									X	X	X	X
5c.6 Consistently demonstrates skills in collaborative learning across disciplines and in inclusive settings									X	X	X	X

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<b>Standard 5: Becoming a Professional</b>												
<i>I = Infant; T = Toddler; P = Preschool; K = Kindergarten</i>	Level 1 Progressing				Level 2 Skilled				Level 3 Mastery Level			
	I	T	P	K	I	T	P	K	I	T	P	K
<b>5d: Integrating knowledgeable, critical and reflective perspectives on early education</b>												
5d.1 Demonstrates the ability to analyze and reflect on their own practice and teaching and utilizes data for decision making at an introductory level with children	X	X	X	X								
5d.2 Demonstrates the ability to analyze and reflect on their own practice and teaching and utilizes data for decision making with children					X	X	X	X				
5d.3 Models the ability to analyze and reflect on their own practice and teaching									X	X	X	X

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<b>Standard 5: Becoming a Professional</b>												
<i>I = Infant; T = Toddler; P = Preschool; K = Kindergarten</i>	Level 1 Progressing				Level 2 Skilled				Level 3 Mastery Level			
	I	T	P	K	I	T	P	K	I	T	P	K
<b>5e: Engaging in informed advocacy for children and the profession</b>												
5e.1 Advocates for developmentally appropriate practice for teaching children, demonstrates awareness of issues that affect the lives of children, and demonstrates communication skills necessary for effective advocacy	X	X	X	X								
5e.2 Participates in developmentally appropriate practice for teaching children, demonstrates awareness of issues that affect the lives of children, and demonstrates communication skills necessary for effective advocacy					X	X	X	X				
5e.3 Demonstrates leadership in advocating for developmentally appropriate practice for teaching children, demonstrates awareness of issues that affect the lives of children, and demonstrates communication skills necessary for effective advocacy									X	X	X	X