

Emerging Assistant Teaching Core Competencies
Approved as Draft by the Professional Levels and Competencies Task Force, July 31, 2009

Standard 1: Promoting Child Development and Learning												
<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
1a: Knowing and understanding young children's characteristics and needs												
1a.1 Recognizes general concepts of typical and atypical child development	X	X	X	X								
1a.2 Recognizes general concepts of developmentally appropriate expectations and positive guidance techniques	X	X	X	X								
1a.3 Describes general concepts of typical and atypical child development					X	X	X	X				
1a.4 Describes general concepts of developmentally appropriate expectations and positive guidance techniques					X	X	X	X				
1a.5 Demonstrates basic understanding of typical and atypical child development									X	X	X	X
1a.6 Demonstrates basic understanding of developmentally appropriate expectations and positive guidance techniques									X	X	X	X

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1b: Knowing and understanding the multiple influences on development and learning												
1b.1 Engages in a safe, secure, warm, loving relationship with each child	X	X	X	X								
1b.2 Articulates general understanding of multiple influences on development and learning					X	X	X	X				
1b.3 Demonstrates understanding of multiple influences of environment and heredity on development and learning (e.g. nature and nurture)									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments												
1c.1 Works cooperatively with teacher to organize and offer 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.2 Demonstrates developing knowledge that bias and discrimination affect development					X	X	X	X				
1c.3 Demonstrates developing knowledge of developmentally appropriate nutrition, feeding, physical activity, and self-help strategies for children on an individual basis					X	X	X	X				
1c.4 Creates and maintains classroom environment reflecting knowledge of state regulations and recommended practice standards									X	X	X	X
1c.5 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.6 Implements developmentally appropriate nutrition, feeding, and self-help strategies for children on an individual basis									X	X	X	X

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Standard 2: Building Family and Community Relationships												
<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
2a: Knowing about and understanding family and community characteristics												
2a.1 Demonstrates awareness of family and community diversity	X	X	X	X								
2a.2 Identifies specific differences between families' expressed and observed needs					X	X	X	X				
2a.3 Describes the impact of families' expressed and observed needs on the child's development and learning									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
2b: Supporting and empowering families and communities through respectful, reciprocal relationships												
2b.1 Demonstrates respect for families in regular communications	X	X	X	X								
2b.2 Follows rules of confidentiality	X	X	X	X								
2b.3 Builds positive, welcoming relationships with families					X	X	X	X				
2b.4 Uses information to build supportive relationships and encourage feedback									X	X	X	X
2b.5 Communicates with families and staff to relay information and provide feedback									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
2c: Involving families and communities in their children's development and learning												
2c.1 Recognizes the value of family and community involvement for children's learning and development	X	X	X	X								
2c.2 Is receptive to direction from early care, health and education team to include family and community input in each child's learning opportunities					X	X	X	X				
2c.3 Assists in providing activities, materials and learning aids for the child to use across multiple settings									X	X	X	X

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2d: Advocates for consistent representation of diversity and children's home culture within the group												
2d.1 Recognizes diversity in general ways	X	X	X	X								
2d.2 Recognizes the existence of diversity within his/her setting					X	X	X	X				
2d.3 Seeks and applies knowledge regarding supporting diversity when individualizing early care, health and education									X	X	X	X

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

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	I	T	P	K	I	T	P	K	I	T	P	K
3a: Understanding the goals, benefits and uses of assessment												
3a.1 Assists team members with collection of assessment information	X	X	X	X								
3a.2 Assists with selection of appropriate assessment tools for specific purposes					X	X	X	X				
3a.3 Contributes to discussions regarding interpretation and use of assessment information					X	X	X	X				
3a.4 Demonstrates developing knowledge of important goals of early childhood assessment									X	X	X	X
3a.5 Understands alignment between individual and program goals, curriculum, teaching and intervention strategies, and assessments									X	X	X	X
3a.6 Understands ways assessment can facilitate effective teaching									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
3b: Knowing about and using observation, documentation and other appropriate assessment tools and approaches												
3b.1 Assists team members in selecting and using appropriate assessment tools	X	X	X	X								
3b.2 Assists with assessment by using assessment strategies appropriately					X	X	X	X				
3b.3 Assists with selection of specific tools for specific purposes					X	X	X	X				
3b.4 Demonstrates developing knowledge of evidence base supporting appropriate use of assessment strategies									X	X	X	X
3b.5 Selects and uses specific tools for specific purposes									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
3c: Understanding and practicing responsible assessment												
3c.1 Assists team with assessment in a responsible manner (e.g., maintains confidentiality, shares relevant information)	X	X	X	X								
3c.2 Demonstrates developing ability to identify current educational, legal, and ethical issues with respect to assessment practices					X	X	X	X				
3c.3 Assists team in collection and use of assessment information in a responsible manner					X	X	X	X				
3c.4 Identifies current educational, legal, and ethical issues with respect to assessment practices									X	X	X	X
3c.5 Demonstrates developing ability to identify responsible as well as irresponsible assessment practices									X	X	X	X
3c.6 Applies assessment practices appropriately when working with individual children who present a variety of strengths, interests, and needs (e.g., cultural, linguistic, and ability)									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
3d: Knowing about assessment partnerships with families and other professionals												
3d.1 Communicates assessment related information with families and other professionals in a respectful manner	X	X	X	X								
3d.2 Supports and cooperates with team building with families and other professionals around assessment practices					X	X	X	X				
3d.3 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.4.1 Communicates with families and other professionals to facilitate partnerships and effective assessment									X			
3d.4.2 Demonstrates developing skills in communication and team building with families and other professionals around assessment practices										X	X	X

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Standard 4: Teaching and Learning												
<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
4a: Knowing, understanding, and using positive relationships and supportive interactions												
4a.1 Demonstrates positive professional relationships and supportive interactions with children, families, and staff	X	X	X	X								
4a.2 Supports the activities of other adults in the classroom	X	X	X	X								
4a.3 Supports the implementation of individualized plans as a member of a team	X	X	X	X								
4a.4 Demonstrates flexibility in working with a variety of age ranges, temperaments, and ability levels	X	X	X	X								
4a.5 Demonstrates ability to make adaptations to behavioral cues	X	X	X	X								
4a.6 Demonstrates positive <i>primary caregiving</i> with children					X	X	X					
4a.7 Implements individualized plans, with family members and other professionals, as a member of a team					X	X	X	X				
4a.8 Demonstrates flexibility in working with all age ranges, temperaments, and ability levels					X	X	X	X				
4a.9 Demonstrates positive professional relationships & supportive interactions, both intracultural & intercultural, with children, families, and staff									X	X	X	X
4a.10 Anticipates and supports the activities of other adults in the classroom									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
4b: Knowing, understanding, and using appropriate, effective approaches and strategies for early education												
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 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.4.1 Utilizes respectful, responsive, reciprocal strategies that facilitate each child's learning and development	X	X										
4b.4.2 Utilizes some appropriate instructional strategies that facilitate children’s learning along learning paths towards key concepts or big ideas in each content area in the Iowa Early Learning Standards ¹			X	X								
4b.5 Utilizes information from ongoing child assessments to occasionally plan, implement, and evaluate appropriate instruction for individuals and groups					X	X	X	X				
4b.6 Demonstrates a wide range of effective approaches, strategies, technology, and materials to positively cultivate each child’s development and learning					X	X	X	X				
4b.7 Utilizes information from ongoing child assessments to plan, implement, and evaluate appropriate instruction for individuals and groups									X	X	X	X

¹ Note: Iowa Early Learning Standards can be found on pages 13 and 14.

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	I	T	P	K	I	T	P	K	I	T	P	K	
4b: Knowing, understanding, and using appropriate, effective approaches and strategies for early education													
4b.8 Utilizes information from ongoing child assessments to plan, implement, and evaluate appropriate learning experiences for each child and family (e.g. IFSP/IEP)										X	X	X	X
4b.9 Recognizes, anticipates, and responds to all verbal and nonverbal communication cues of children										X	X	X	X
4b.10.1 Utilizes respectful, responsive, reciprocal strategies that facilitate each children's learning and development										X	X		
4b.10.2 Utilizes appropriate instructional strategies that facilitate children's learning along the learning paths towards key concepts or big ideas in the Iowa Early Learning Standards ¹												X	
4b.10.3 Utilizes appropriate instructional strategies that facilitate children's learning along the learning paths towards key concepts or big ideas in each set of content area standards													X

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	I	T	P	K	I	T	P	K	I	T	P	K
4c: Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines												
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 ¹	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 ¹			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 some appropriate strategies that facilitate each child's development along the learning paths towards key concepts or big ideas in the Iowa Early Learning Standards ¹					X	X	X					
4c.2.2 Utilizes some appropriate strategies that facilitate each child's learning along the learning paths towards key concepts or big ideas in each set of content area standards and benchmarks								X				
4c.3.1 Utilizes appropriate instructional strategies that facilitate children's development along the learning paths towards key concepts or big ideas in the Iowa Early Learning Standards ¹									X	X	X	

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	I	T	P	K	I	T	P	K	I	T	P	K
4c: Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines												
4c.3.2 Utilizes appropriate instructional strategies that facilitate children's development along the learning paths towards key concepts or big ideas in each set of content area standards and benchmarks												X

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	I	T	P	K	I	T	P	K	I	T	P	K
4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes												
4d.1.1 Participates in the process of observing, documenting, and reflecting, in order to plan, implement, and evaluate curriculum	X	X										
4d.1.2 Implements research-based curriculum			X	X								
4d.2 Demonstrates the process of observing, documenting, and reflecting to plan process to implement and evaluate curriculum					X	X						
4d.3.1 Demonstrates use of an observing, documenting, reflecting, and planning process to implement and evaluate curriculum									X	X		
4d.3.2 Demonstrates use of comprehensive, research-based curriculum that targets some identified goals, incorporating some adaptations to meet learning needs of all children											X	X
4d.4 Demonstrates use of the curriculum framework, along with evidence from assessments and observations, to plan appropriate curriculum									X	X	X	X

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Standard 5: Becoming a Professional												
<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
5a: Identifying and involving oneself with the early childhood field												
5a.1 Demonstrates awareness of professional resources available for working with children, e.g. journals, professional organizations, recommended practices	X	X	X	X								
5a.2 Demonstrates awareness of standards for programs for children and can assist with their implementation when directed by the teacher	X	X	X	X								
5a.3 Participates in professional development opportunities	X	X	X	X								
5a.4 Accesses professional resources available for working with children					X	X	X	X				
5a.5 Understands the role of standards for child programs and is able to implement them when directed by the teacher					X	X	X	X				
5a.6 Articulates professional development needs and participates in professional development opportunities specific to working with children					X	X	X	X				
5a.7 Utilizes professional and technological resources available for working with children as directed by the teacher, e.g. journals, research, webinars									X	X	X	X
5a.8 Has a general knowledge of standards for programs for children and is able to assist with their implementation when directed by the teacher									X	X	X	X
5a.9 Creates a professional development plan and participates in professional development opportunities that are in alignment with role expectations for working with children									X	X	X	X

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Standard 5: Becoming a Professional												
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	I	T	P	K	I	T	P	K	I	T	P	K
5b: Knowing about and upholding ethical standards and other professional guidelines												
5b.1 Complies with relevant laws pertaining to child abuse, rights of children with disabilities and school attendance	X	X	X	X								
5b.2 Is in compliance with professional code of ethics for the early childhood profession, confidentiality, sensitivity and respect for children, families and colleagues					X	X	X	X				
5b.3 Assists in upholding standards of confidentiality, sensitivity and respect for children, families and colleagues					X	X	X	X				
5b.4 Demonstrates awareness of relevant professional guidelines (e.g. national, state or local) and standards for content and outcomes when appropriate					X	X	X	X				
5b.5 Demonstrates awareness of the professional code of ethics for the early childhood profession, educational setting, and licensure requirements									X	X	X	X
5b.6 Upholds standards of confidentiality, sensitivity and respect of children, families and colleagues									X	X	X	X
5b.7 Complies with relevant professional guidelines (e.g. national , state or local) and standards for content and outcomes when appropriate									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
5c: Engaging in continuous, collaborative learning to inform practice												
5c.1 Understands the role and importance of collaboration in working with children	X	X	X	X								
5c.2 Demonstrates awareness of the importance of life long learning across disciplines and in inclusive settings					X	X	X	X				
5c.3 Engages in inquiry, is self-motivated and is able to collaborate									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K
5d: Integrating knowledgeable, critical and reflective perspectives on early education												
5d.1 Demonstrates awareness of issues that impact the teaching of children	X	X	X	X								
5d.2 Has a basic understanding of the critical issues that impact the teaching of children					X	X	X	X				
5d.3 Understands the need for and value of dialogue in addressing issues of working with children					X	X	X	X				
5d.4 Supports advocacy initiatives on behalf of children in early care settings					X	X	X	X				
5d.5 Understands critical issues in early childhood education as they relate to the teaching of children									X	X	X	X
5d.6 Contributes to dialogue in addressing issues of working with children									X	X	X	X

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	I	T	P	K	I	T	P	K	I	T	P	K	
5e: Engaging in informed advocacy for children and the profession													
5e.1 Advocates for developmentally appropriate practices and develops communication skills for advocacy										X	X	X	X