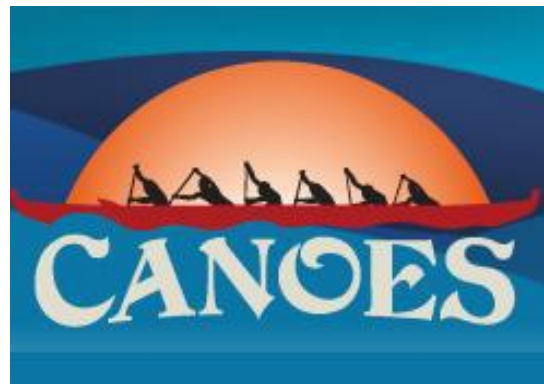


E Mālama i Nā Keiki

Essential Principles of Practice for Hawai`i's Early Childhood Professionals

*A Framework to Inform Professional Development:
Domains, Principles of Practice and Example Indicators*

State of Hawai`i



Career Access and Navigation of Early Childhood Systems

Developed by
Hawai`i Careers with Young Children
2012
Example Indicators Further Developed
by Mary E. Goya
2015

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Introduction (2012)

We live in an island community, a place where a host and local culture shapes our values, relationships, modes of communicating and interacting, and ways of living and learning together. While our early childhood education programs are rich and varied, and likewise the educational pathways practitioners pursue, we take part in a shared *kuleana*. We lay a foundation for our children that enables them to develop their individual and shared gifts and to instill in them the desire to become contributing members of their families, communities, state and the broader world.

Research on the significance of development during the early childhood years has resulted in a global effort to professionalize the field of early childhood education. This focus has resulted in more rigorous standards and higher expectations for professional preparation and work performance. In the United States “more than half the states have established a set of competencies for the early care and education (ECE) practitioner, with the goal of assuring that they will have the necessary knowledge, skills, and attitudes to meet the young child’s developmental and learning needs.” (Center for the Study of Child Care Employment, 2008, p. 1-2.)

The National Association for the Education of Young Children (NAEYC) publication, *Workforce Designs: A policy blueprint for state early childhood professional development systems* provides the context that is informing the creation of an early childhood workforce and professional development system for Hawai‘i. This context supports the need for a comprehensive system of preparation and ongoing development and support for all early childhood practitioners working with and on behalf of young children, including the development of a bridge document to define essential characteristics of effective practice across diverse settings. (LeMoine, 2008, p. 7)

While in each setting there are documents that prescribe the specific competencies and proficiencies that early childhood practitioners are expected to demonstrate, before this time our state lacked a document articulating an overarching shared vision of what “good” early childhood practice looks like across the varied settings that serve Hawai‘i’s children (birth to kindergarten entry) and their families. This document grows out of a desire to define what connects us with one another and to put forth a shared vision of the essential practices that we as practitioners and programs seek to embody. In doing so, we each contribute to a system that works together to support the developmental needs of young children in a manner that is consistent with the families and the island community we serve.

Who We Are: The Hawai‘i Careers with Young Children *E Mālama i Nā Keiki* Workgroup

Hawai‘i Careers with Young Children (HCYC) is a workforce and professional development system-building effort representing twenty-seven agencies and organizations from O‘ahu, Maui, Kaua‘i, and Hawai‘i counties, each with a vested interest in early care and education (ECE).

HCYC has been involved in the ongoing development of an intentional, strategic early education and care workforce and professional development system for Hawai‘i. The work of this system-building effort has produced C.A.N.O.E.S., Career Access and Navigation of Early Childhood Systems, a component of Hawai‘i’s overall early learning system building effort.

E Mālama i Nā Keiki — Essential Principles of Practice for Hawai‘i’s Early Childhood Professionals articulates common content for professional development and is one facet of an overall system that produces high quality early education services for children (birth to kindergarten entry) and their families.

This document aligns with the *Hawai‘i State Early Learning and Development Standards for Young Children* (HELDS, 2012) and contributes to the state’s Quality Rating and Improvement System (QRIS) by providing a common document through which the early childhood community can articulate professional development initiatives. A pilot QRIS system for Hawai‘i existed from 2012-14. As of July 2015, there is no QRIS system in place.

This document grows out of the work of a group of dedicated early childhood educators that represent the many voices within our community. *E Mālama i Nā Keiki — Essential Principles of Practice for Hawai‘i’s Early Childhood Professionals* evolved through a collaborative process:

1. A diverse workgroup representing a variety of settings and programs in Hawai‘i, including administrators, trainers, higher education faculty, and cross-sector programs like Healthy Start, was formed to help define the appropriate structure and content for a document articulating the early childhood practitioner knowledge and practices that bind us across diverse settings and programs statewide. (*Appendix B*).
2. Guiding principles were developed to guide the work of the workgroup. (*Appendix C*)
3. The workgroup undertook an extensive review of numerous documents that inform professional development such as licensing requirements, national and local content and professional standards, accreditation requirements, program and personal evaluation materials, principles of practice developed by indigenous interagency programs. The documents reflect the variety of early education and care roles, settings, and programs within our state. (*Appendix A*)

4. The workgroup developed a framework for essential practices that reflects the consensus reached by the stakeholder representatives throughout the early childhood community.
5. 2014-15: HCYC contracted Mary Goya to create a “leveled” version of *E Mālama i Nā Keiki*. After reviewing all states’ Early Childhood Education (ECE) Core Knowledge and Competencies, focusing on several that were the most relevant, 7 drafts were created – each new version utilizing feedback from a variety of groups. 2014 HAEYC State Conference, HAEYC-Maui and East Hawai’i conferences, and Kaulanakilohana were used to reach stakeholders.

The “Levels of Practice” are:

- Level I: Beginning Practitioner
- Level II: Intermediate Practitioner
- Level III: Advanced Practitioner

A “User’s Guide” powerpoint (*Appendix D*) was developed to accompany the revised document. Users may include:

- Practitioners
- Higher education faculty and staff
- Directors and administrators
- Staff development specialists
- Trainers, consultants, and others.

E Mālama i Nā Keiki
Essential Principles of Practice for Hawai'i's Early Childhood Professionals

E Mālama i Nā Keiki — Essential Principles of Practice for Hawai'i's Early Childhood Professionals was developed in response to Hawai'i's need to create and establish a shared understanding of practice to bridge the various early childhood settings (birth to kindergarten entry) and roles that are both common and unique to our state. This umbrella document identifies the threads that unify us by articulating what each practitioner, regardless of setting, must know, be able to do, and value in order to participate effectively as a professional in Hawai'i's diverse early childhood workforce. In doing so, it provides a **common framework to inform professional development initiatives** so they may better address the workforce needs of our ECE practitioners.

Purpose

E Mālama i Nā Keiki — Essential Principles of Practice for Hawai'i's Early Childhood Professionals was developed primarily to provide an umbrella document that informs professional development initiatives in higher education programs and organizations that provide community-based training.

Suggested uses for the document are:

- to ensure systematic and intentional planning of pre-service, in-service, and on-going professional development that considers Hawai'i as a unique place of learning.
- to assist programs in identifying areas for staff development.
- to help students and practitioners reflect on their professional development needs and intentionally choose from educational opportunities.

This document aligns with, but is not intended to replace competency based assessments that are currently used to evaluate practitioners in specific programs. Furthermore, we anticipate that settings and/or programs will require additional professional development expectations for practitioners that are specific to their organizations.

Guiding Principles That Reflect Our Island Community

The development of *E Mālama i Nā Keiki — Essential Principles of Practice for Hawai‘i’s Early Childhood Professionals*, was inspired by three culturally responsive principles:

1. Families and communities are the primary caregivers and educators of young children.
2. Individuals develop and learn best in the context of family and a community that is respectful and culturally responsive, in which they are valued, their physical needs are met, and they feel safe, psychologically secure and intellectually challenged.
3. Practitioners, families, and children are all capable, competent learners and teachers, who contribute to the overall success of the community.

The term “*settings*” used in the document refers to the four settings for children (birth to kindergarten entry) referred to in Act 14, Special Session 2008: center-based infant/toddler and preschool settings, family childcare settings, family-child interaction programs, and home-visitation programs. The term “*practitioner*” refers to, and is inclusive of, anyone who professionally supports and delivers services in one of the four types of early education settings including higher education faculty, community-based trainers, and program administrators.

The domains are integrated and work in harmony with each other. They are built on a foundation of commitment to the National Association for the Education of Young Children (NAEYC) early childhood education core values and Code of Ethical Conduct.

According to the NAEYC Code of Ethical Conduct, practitioners commit to:

- Appreciate childhood as a unique and valuable stage of the human life cycle.
- Base their work with children on knowledge of child development.
- Appreciate and support the close ties between the child and family.
- Recognize that children are best understood in the context of family, culture and society.
- Respect the uniqueness, dignity, and worth of each individual.
- Help children and adults achieve their full potential in the context of relationships that are based on trust, respect and positive regard.

Organization

E Mālama i Nā Keiki — *Essential Principles of Practice for Hawai‘i’s Early Childhood Professionals* is organized into 11 Domains:

1. Well-Being
2. Child Growth and Development
3. Relationships
4. Guidance
5. Diversity
6. Learning Environments
7. Curriculum
8. Assessment and Evaluation
9. Professionalism
10. Program Management
11. Partnerships with Communities

Each domain consists of three sections:

1. A Definition and Rationale for the Domain
2. Essential Principles of Practice
3. Examples Indicators: two or more examples of practice for all settings at three levels of practice

In 2015, three levels of practice with at least two indicators per level were added. The three levels are:

- Level I – A Beginning Practitioner
- Level II – An Intermediate Practitioner
- Level III – An Advanced Practitioner

Details that further describe how practices are demonstrated can be found in the documents that were reviewed in the development process. This document provides a framework that brings together our collective responsibility and broadly defines essential practices and what they look like across settings. It is expected that documents relevant to specific settings will provide additional information on how these essential practices are translated into specific workplace competencies. Source documents are listed in the document appendices.

Recommendations for Next Steps (2015)

Research suggests that a degree in and of itself is not the single determinant of ECE practitioner quality, and that on-going early childhood professional development, coaching, and mentoring all contribute significantly to the quality of services ECE practitioners provide. With this in mind the following are recommendations for next steps regarding the *E Mālama i Nā Keiki — Essential Principles of Practice for Hawai‘i’s Early Childhood Professionals* document:

1. The document informs higher education and community-based courses and professional development activities with the goal of assuring that the professional development practitioners engage in is recognized, including HCYC Registry approval.
2. To adequately support ECE practitioners in our state, it is further recommended that professional development opportunities are provided that are consistent with Hawaii’s unique host culture, including the concepts of family learning, and the understanding that each individual is an integral part of the community in which he/she lives and works.

LEVELS OF PRACTICE

Level I is a practitioner at the beginning level of preparation who is working to implement practices according to established guidelines and policies. Basic knowledge and understanding of Early Childhood Education (ECE) are exhibited with the ability to take initiative with supervision as well as work independently.

Level II is an intermediate practitioner who is working directly with children and may have administrative or supervisory responsibilities. Depth and breadth of knowledge and understanding of ECE are demonstrated through design, assessment, and modification of environments and curriculum. This practitioner is a competent model who guides and collaborates with others.

Level III is an advanced practitioner who is working in a master educator, leadership or administrative position. Deep knowledge and understanding of ECE is used to supervise, train, mentor and collaborate with others. This practitioner works autonomously with planning, implementing and assessing program procedures and policies; and uses assessment and resource information to advocate for children and programs.

At each level it is expected that the practitioner would have successfully met the competency indicators of the previous level.

EXAMPLES OF PRACTITIONER ROLES AND ACADEMIC PREPARATIONS PER LEVEL

Level I

Teacher's Aide; Educational Assistant; Family Child Care Provider
Specialized course work in Early Childhood Education (ECE); CDA Credential; Certificate in ECE

Level II

Family Child Care Provider; Home Visitor; Infant and Toddler Caregiver; Preschool Teacher
AS Degree in ECE; AA Degree plus Certificate in ECE

Level III

Lead Teacher; Master Teacher; Lead Infant and Toddler Caregiver; Educational Coordinator; Resource Teacher; Early Intervention Specialist; Teacher Trainer; Director
Bachelors Degree in ECE; Bachelors Degree in related field plus 12 credits in ECE; Masters Degree in ECE or higher

There are additional roles and academic preparations available and employers may choose to exceed these examples or have additional preparation requirements.

Domain 1: Well-Being

Definition:

Well-being is the state or condition of spiritual, physical, mental, social, emotional and psychological health.

Rationale:

Well-being is essential to the development of the whole person (spiritually, physically, mentally, socially, emotionally and psychologically). Primary care and preventive health services for children and adults assists families in their ability to support the healthy growth and development of their children and enables families to identify problems requiring intervention early.

Essential Principles of Practice

Early care and education practitioners:

1.1 Maintain their own well-being being as people and professionals.

Example Indicators; In all settings:

Level I	Level II	Level III
Maintain own spiritual, physical, mental and emotional health including proper nutrition, exercise and rest 1.1L-IA	Embrace steady and balanced practices for ones well-being and encourage others to do so also. 1.1L-IIA	Consistently cares for one’s self and supports the well-being of colleagues with appropriate personnel policies and staff development. 1.1L-IIIA
Recognize that caregiver fatigue, low morale and lack of work satisfaction decreases effectiveness. Find ways to meet own needs and maintain energy and enthusiasm. 1.1L-IB	Build collegial support and work towards solutions to work issues related to morale and work satisfaction. 1.1L-IIIB	Mentors colleagues compassionately; assists in the design of strategies to support improving morale and work satisfaction. 1.1L-IIIB

1.2 Promote the well-being of children and families through strength-based, culturally sensitive interactions.

Example Indicators; In all settings:

Level I	Level II	Level III
Respond to children and families as individuals with their own strengths, needs and unique characteristics. 1.2L-IA	Show respect for culturally influenced nutrition, health and safety practices. 1.2L-IIA	Discusses with other practitioners ways in which approaches to nutrition, health and safety vary across cultures. 1.2L-IIIA

Identify and respond respectfully to cultural values and expectations. 1.2L-IB	Design educational activities on nutrition, health and safety, ensuring activities are responsive to diverse cultures. 1.2L-IIIB	Designs programs and ensures resources are available to respond to children's nutrition, health and safety needs. 1.2L-IIIB
Competency Area 1: Well-Being (continued)		
1.3 Base practices on knowledge of health, safety and nutrition and their contributions to the optimal development of children and their families.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Model and teach health-promoting practices such as preparing and eating nutritious foods and washing hands regularly with soap. 1.3L-IA	Develop and implement routines and activities to support children in developing appropriate self care activities such as hand washing. 1.3L-IIA	Develops plans and policies around appropriate self care activities and ensures the availability of supplies and materials necessary to operate the program in a healthy and safe manner. 1.3L-IIIA
Observe children daily for health concerns and recognize children with individual health needs. 1.3L-IB	Respond to individual children's nutrition, health and safety needs of children and communicate with staff to ensure the needs of each child are met. 1.3L-IIIB	Collects, analyzes and applies current information regarding health and safety concerns; works with a health care consultant as needed. 1.3L-IIIB
Develop an awareness of the importance and necessity of communicating with families regarding the health and well-being of their children. 1.3L-IC	Communicate with families regularly about their children's well-being. Work with staff, colleagues and families to support children's learning about health. 1.3L-IIIC	Collaborates with staff, colleagues and families to develop program policies and procedures related to health, safety and nutrition. 1.3L-IIIC
1.4. Base practices on knowledge of the design of physically safe environments for young children.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Keep indoor and outdoor areas of the program free from dangerous conditions that can lead to injury; keep dangerous materials out of reach. 1.4L-IA	Develop and implement plans for maintaining healthy and safe environments for all aspects of the program; monitor for possible hazards. 1.4L-IIA	Establishes and monitors program practices and identifies resources for ongoing development and implementation of healthy and safe environments. 1.4L-IIIA
Teach children and families procedures that promote safety. 1.4L-IB	Ensure that children understand and use safety precautions, procedures and rules consistently. 1.4L-IIIB	Continually evaluates and adjusts safety precautions, policies and practices; provides staff development on safe environments. 1.4L-IIIB

Competency Area 1: Well-Being (continued)		
1.5 Base practices on knowledge of nutrition that is necessary to support young children’s healthy growth and development.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Learn about family’s nutrition customs and habits and encourage families to provide age-appropriate nutritious meals and snacks. 1.5L-IA	Plan, implement and participate in nutrition practices that respect each family’s customs and habits. 1.5L-IIA	Evaluates program to determine how well the nutritional and special dietary needs of children are being met. Ensures nutrition practices are respectful of families. 1.5L-IIIA
Store, prepare and serve food to children in a sanitary manner. 1.5L-IB	Instruct staff in appropriate food handling practices to prevent food borne illness and food spoilage. 1.5L-IIIB	Develops and communicates program nutrition policies to staff and families. Ensures availability of training and resources to promote safe food handling. 1.5L-IIIB
1.6. Understand the importance of linking families to the health care system and available community resources.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Identify available health resources in the community and facilitate sharing health information with families. 1.6L-IA	Provide information to families about health issues. Encourage families to talk with regular health care provider about children’s well-being and preventive health. 1.6L-IIA	Provides appropriate health related information to staff and referrals to services to families, helping them identify problems benefiting from early intervention. 1.6L-IIIA
Know common causes of abuse, neglect and signs of potentially abusive situations. Understand Mandated Reporting.* *(See 10.2L-I,II,IIIB on Mandated Reporting) 1.6L-IB	Relate in a professional and sensitive manner to children and adults in suspected abuse or neglect situations; utilize and share available resources. Utilize Mandated Reporting.* (See 10.2L-I,II,IIIB on Mandated Reporting) 1.6L-IIIB	Discusses models and trains others to identify, respond and report health and child abuse concerns effectively. Ensures compliance with Mandated Reporting.* *(See 10.2L-I,II,IIIB on Mandated Reporting) 1.6L-IIIB

Domain 2: Child Growth and Development

Definition:

Child development is the sequence of growth and change in all domains of development – physical, social, emotional, cognitive, linguistic, creative and spiritual – that occurs from the prenatal period through the early childhood years (eight years old).

Rationale:

Typically developing children generally reach milestones in the same sequence. However, their rates of development are highly individual and dependent on many factors (e.g. heredity, diet, environmental stressors).

Essential Principles of Practice

Early care and education practitioners:

2.1 Base their practices on current research about the sequences of growth and change in all domains of development and respond flexibly to differences in how each child demonstrates developmental milestones (behaviors and skills that indicate significant growth, change and mastery in individuals).

Example Indicators; In all settings:

Level I	Level II	Level III
Provide activities and opportunities for each child to move, explore, problem solve, communicate and express herself/himself through a variety of media. 2.1L-1A	Address the physical, social, emotional, cognitive and creative needs of young children; recognize the interrelationship of all domains. 2.1L-IIA	Establishes a program that addresses each child’s needs, temperaments, interests and learning styles. 2.1L-IIIA
Provide opportunities and time for children to learn in meaningful, safe and comfortable settings. 2.1L-1B	Develop appropriate, responsive and culturally supportive environments where children initiate and extend their learning. 2.1L-IIIB	Integrates research, theory, policy and knowledge to create meaningful learning environments for all children. 2.1L-IIIB
Understand developmental domains: cognitive, physical, linguistic, social and emotional development. 2.1L-1C	Name and utilize basic cognitive, physical, linguistic, social and emotional developmental milestones of children 0-8 years. Show in-depth knowledge specific to the age of the children served. 2.1L-IIIC	Shares information with families about the general principles of child growth and development, including information on early brain development and developmental milestones; provides corresponding staff development. 2.1L-IIIC

Competency Area 2: Child Growth and Development (continued)		
2.2 Appreciate how each child’s development is influenced by unique genetic characteristics and characteristics of the child’s family and community such as the values and beliefs, socio-economic status, culture, and geographic location and adapt practices accordingly.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Provide experiences that are respectful of the uniqueness of each child’s family and culture. 2.2L-IA	Plan curriculum and experiences that address the needs of young children within developmental domains with sensitivity to the child’s family and culture. 2.2L-IIA	Guides staff in development and implementation of curriculum and experiences that promote development across all developmental domains. 2.2L-IIIA
Make connections between children’s development and their home and school experiences. 2.2L-IB	Observe each child in the program and inquire with the family to find out where the child is developmentally and how best to support his or her growth along a continuum of development. 2.2L-IIB	Uses knowledge of cultural and linguistic diversity and the significance of family-child attachments and family dynamics in designing programs that positively influence children’s development and learning. 2.2L-IIIB
Show awareness that children develop at their own pace and that age ranges for developmental milestones are broad and overlapping. 2.2L-IC	Apply theories and principles of child development to all aspects of their work. 2.2L-IIC	Articulates, analyzes and applies current theory and policies on child growth and development. 2.2L-IIIC

Domain 3: Relationships

Definition:

Relationships are multiple and positive interactions between people that result in reciprocal and responsive connections.

Rationale:

Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, constructive interactions with others, and cognitive functioning and mastery. Warm, sensitive, and responsive interactions enable each individual (child, family member, or colleague) to develop a secure, positive sense of self and encourage them to respect and cooperate with others. Positive relationships also enable individuals to benefit from instructional experiences. Individuals who see themselves as highly valued are more likely to feel secure, thrive physically, collaborate with others, reach their intellectual potential and identify with and contribute to a community.

Essential Principles of Practice

Early care and education practitioners:

3.1 Value establishing respectful relationships with each child, family, and colleague from initial contact.

Example Indicators; In all settings:

Level I	Level II	Level III
<p>Initiate and develop warm, responsive and respectful relationships with each child, family and colleague in the setting.</p> <p>3.1L-IA</p>	<p>Ensure that each child, family and colleague feels respected, valued and accepted.</p> <p>3.1L-IIA</p>	<p>Provides leadership and guidance to staff to ensure that individual and cultural differences are respected and accepted and warm and responsive relationships are established.</p> <p>3.1L-IIIA</p>
<p>Demonstrate respect for the cultural practices and beliefs of the families and community.</p> <p>3.1L-IB</p>	<p>Continually engage in intentional, relevant and respectful interactions with children, families and colleagues.</p> <p>3.1L-IIB</p>	<p>Ensures development and implementation of activities and environments that respect and value the cultural practices and beliefs of the group.</p> <p>3.1L-IIIB</p>
<p>Base practices on knowledge of how culture, including the Hawai`ian host culture, influences values and interactions.</p> <p>3.1L-IC</p>	<p>Intentionally provide an environment and activities that teach tolerance, respect for individual differences and positive relationships.</p> <p>3.1L-IIC</p>	<p>Creates policies and staff development for effective interactions with children, families, staff and colleagues that are respectful and positive.</p> <p>3.1L-IIIC</p>

Competency Area 3: Relationships (continued)		
3.2. Understand and respect the values and interaction styles of each child, family and colleague and to use this information to foster positive relationships. <i>Base practices on knowledge of how culture, including Hawai'ian host culture, influences values and interactions.</i>		
Example Indicators; In all settings:		
Level I	Level II	Level III
Model positive values, such as genuineness, caring, honesty, trust, helpfulness and respect for cultural differences when communicating and resolving conflicts. 3.2L-IA	Demonstrate the value of ALOHA, (to connect our “breath” with each other) by incorporating relevant host and local styles of interaction that successfully foster deep and meaningful relationships. 3.2L-IIA	Ensures that each child has a positive, reciprocal and supportive relationship with adults in the program who provide individual attention and support optimal growth and development. 3.2L-IIIA
Encourage each child to develop social relationships that recognize and value cultural similarities and differences. 3.2L-IB	Interacts appropriately with children and families to establish positive and supportive relationships. 3.2L-IIB	Monitors, evaluates and guides staff to ensure that the program climate and environment promote positive relationships with families and the community. 3.2L-IIIB
3.3. Understand and embrace a shared responsibility for creating an emotional climate that provides a sense of security for each individual.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Establish and maintain an emotional and social climate that enables each child, family and colleague to feel accepted within the group. 3.3L-IA	Develop reciprocal relationships with children, families, and colleagues actively supporting a sense of security within a positive emotional and social climate. 3.3L-IIA	Monitors, evaluates and provides guidance for a social-emotional curriculum that promotes acceptance and support of children’s growth. 3.3L-IIIA
Create a climate that is respectful of diversity and is sensitive to the characteristics of each family. 3.3L-IB	Model active listening and respond to children’s needs, ideas and questions in a way that demonstrates understanding, interest and emotional support. 3.3L-IIB	Establishes a social and emotional climate that encourages self-expression, participation, interdependence, cooperation and responsibility. 3.3L-IIIB

Competency Area 3: Relationships (continued)		
3.4 Understand the importance of communicating sincerely and responsibly with children, families, colleagues, and others within in their sphere of influence.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Understand and practice appropriate and acceptable behaviors in listening and responding to children, families, and colleagues. 3.4L-IA	Cultivate positive interactions by effectively and sincerely listening and responding to individuals and addressing concerns constructively. 3.4L-IIA	Develops and implements policies and practices that demonstrate sincere methods of communicating with staff, children, families, and the community. 3.4L-IIIA
Assist children in recognizing, labeling, accepting and expressing their feelings and needs in appropriate and responsible ways. 3.4L-IB	Model appropriate strategies to guide children in expressing feelings and communicating differences with each other in sincere and culturally responsible ways. 3.4L-IIIB	Promotes staff growth and development in understanding cultural influences on parenting, problem-solving, communicating and relating with families. 3.4L-IIIB
3.5 Value collaborative partnerships based on mutual trust and work harmoniously with others.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Develop trusting relationships through open, kind, and reciprocal communication. 3.5L-IA	Acknowledge the contributions and accomplishments of each child, family and colleague through collaborative partnerships. 3.5L-IIA	Develops policies and procedures that promote collaborative family involvement that encourages ongoing open communication with families. 3.5L-IIIA
Respond to families and colleagues in a timely and friendly manner to initiate partnerships. 3.5L-IB	Build partnerships that are respectful of diversity and are sensitive to the unique characteristics of each family and colleague. 3.5L-IIIB	Assesses and monitors program procedures to evaluate its responsiveness to families and colleagues, and makes recommendations for changes as needed. 3.5L-IIIB

Competency Area 3: Relationships (continued)		
3.6 Understand the importance of integrity in relationships and interactions with others.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Recognize when children and families are experiencing changes and challenges and show sensitivity to the situation. 3.6L-IA	Differentiate between personal and professional relationships and maintain appropriate boundaries. 3.6L-IIA	Establishes and ensures policies involving relationships and interactions with others are used appropriately with confidentiality and integrity. 3.6L-IIIA
Protect the confidentiality of individuals and organizations. 3.6L-IB	Communicate regularly and effectively with families about their children; being aware and sensitive to the need for confidentiality. 3.6L-IIB	Develops and maintains policies regarding information sharing while maintaining confidentiality. 3.6L-IIIB
Understand and value parents and guardians as the primary teachers of their child. 3.6L-IC	Encourage family members to participate and share activities or expertise within the program. 3.6L-IIC	Designs and implements policies that build and protect the vital relationships within a program, valuing input and suggestions from families and colleagues. 3.6L-IIIC
3.7 Understand and adhere to the ethical responsibility to engage in interactions with others that “Above all else do no harm.”		
Example Indicators; In all settings:		
Level I	Level II	Level III
Interact positively and consistently in ways that are calm, kind, and responsive. 3.7L-IA	Model and promote professional work habits, communication, behavior and attitudes that support children and families. 3.7L-IIA	Develops monitors and ensures compliance with the code of ethics in program practices and policies. 3.7L-IIIA
Use the code of ethics to guide behavior and problem solving when dilemmas occur. 3.7L-IB	Model and promote ethical behaviors as outlined in the code of ethics. 3.7L-IIB	Advocates for the ethical treatment of children, families and staff. 3.7L-IIIB

Domain 4: Guidance

Definition:

Guidance involves helping young children and adults learn pro-social skills, how to assume responsibility for their own behavior and develop a capacity for empathy, thus nurturing in children the skills needed to engage in satisfying relationships. Effective guidance encourages children and adults to respond to their own needs and the needs of others.

Rationale:

Children and adults who are respected and given opportunities to make choices, and are supported in developing the capacity to regulate their behavior, learn to embrace a collective responsibility and to respect others. They become cooperative, productive members of the community.

Essential Principles of Practice

Early care and education practitioners:

4.1 Base their practices on knowledge of human development. They understand that positive guidance and self-discipline is a foundation for satisfying relationships.

Example Indicators; In all settings:

Level I	Level II	Level III
<p>Use words and actions that foster trusting relationships with each child as a foundation for positive guidance.</p> <p>4.1L-IA</p>	<p>Engage in reciprocal interactions that create a sense of belonging and connection to and among the children.</p> <p>4.1L-IIA</p>	<p>Assesses and teaches diverse techniques to promote positive guidance and trusting reciprocal relationships with and among children.</p> <p>4.1L-IIIA</p>
<p>Implement a variety of positive guidance strategies that are developmentally appropriate.</p> <p>4.1L-1B</p>	<p>Utilize and model developmentally appropriate guidance strategies that promote positive behaviors and problem solving.</p> <p>4.1L-IIIB</p>	<p>Supports staff in building relationships with children, families, colleagues, schools, social service agencies, etc. that encourage consistent communication regarding guidance and problem solving.</p> <p>4.1L-IIIB</p>

Competency Area 4: Guidance (continued)		
4.2. Value and appreciate the child’s right to engage in childlike behaviors.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Establish appropriate expectations for each child’s behavior consistent with developmental research. 4.2L-IA	Modify interactions with each child based on the child’s specific characteristics, strengths, interests and needs. 4.2L-IIA	Uses child observation and assessment strategies to individualize and improve interactions and train others to do so. 4.2L-IIIA
Understand how the environment and schedule affects child behavior; facilitate smooth transitions of individuals and groups between activities. 4.2L-IB	Provide a supportive environment where children can learn and practice appropriate and acceptable behaviors as individuals and as a group. 4.2L-IIB	Plans and implements a supportive learning environment promoting positive reciprocal interactions, training others to do so also. 4.2L-IIIB
4.3. Understand and appreciate the unique guidance needs of each individual.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Understand that children respond uniquely to different guidance approaches. 4.3L-IA	Observe children and adapt guidance approaches to knowledge of individual children and levels of development. 4.3L-IIA	Articulates, analyzes, evaluates and applies current theory and research on relationships, supportive interactions and child guidance. 4.3L-IIIA
Model behavior expectations based on children’s age and developmental level. 4.3L-IB	Remain calm and supportive and employ selective guidance practices to enable each child to grow more confident and independent. Respond effectively to challenging situations. 4.3L-IIB	Guides staff in setting clear and consistent rules, routines, limits and behavior expectations that take into consideration individual and cultural differences. 4.3L-IIIB

Competency Area 4: Guidance (continued)		
4.4 Understand the importance of responding with sensitivity to differences in family values and beliefs regarding childrearing practices.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Seek information from families about child behavioral expectations at home. 4.4L-IA	Communicate with families regarding areas of concern and develop cooperative strategies to support behavior. 4.4L-IIA	Collaborates with families to develop individually appropriate expectations for children's behavior. 4.4L-IIIA
Collaborate with families to incorporate information about culture and family into positive guidance practices. 4.4L-IB	Facilitate positive support of children and families through times of challenge, change and transition. 4.4L-IIB	Designs written policies for using effective positive child guidance sensitive to families' values and beliefs. 4.4L-IIIB
4.5 Understand that individuals learn about relationships by through being part of a group and interacting with people and the environment, by constructing knowledge, including social knowledge, and through play and exploration.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Scaffold learning opportunities for children to interact in small and large groups. 4.5L-IA	Encourage self-expression, participation, interdependence, cooperation and responsibility through play and exploration. 4.5L-IIA	Establishes clear policies on social-emotional climate that reflect positive program, family and community values. 4.5L-IIIA
Facilitate individuals in understanding their own feelings and the feelings of others. 4.5L-IB	Assist children in recognizing, labeling, accepting, and expressing their feelings, and needs in appropriate ways. 4.5L-IIB	Articulates, evaluates and applies current theory and research to create guidance strategies recognizing, labeling, accepting and expressing their feelings and needs. 4.5L-IIIB
Provide support for children to resolve problems to the extent they are able. 4.5L-IC	Facilitate problem-solving with and among children and staff. 4.5L-IIC	Assesses problem solving and teaching strategies and provides appropriate support and training. 4.5L-IIIC

Domain 5: Diversity

Definition:

Diversity recognizes the people of varied ethnicities, races, cultures, languages, genders, socio-economic classes, spiritual/faith beliefs, and abilities in the communities we serve. These characteristics are manifested in the unique needs and contributions of each child, family, colleague and community member. Additionally, relationships and interactions in Hawai`i are influenced by a local culture rooted in our indigenous host Hawai`ian culture.

Rationale:

Hawai`i is home to a unique native Hawai`ian host culture and a unique mix of people and populations. People thrive in an environment where their individuality is supported and they are understood in the context of their family, culture, and community.

Essential Principles of Practice

Early care and education practitioners:

5.1 Value opportunities to learn about Hawai`i’s host culture and seek ways to reflect this in the program.

Example Indicators; In all settings:

Level I	Level II	Level III
Learn about the Hawai`i host culture through direct experiences, workshops, colleagues and reading (language, knowledge, interaction style, values). 5.1L-IA	Integrate opportunities for children and families to learn about the Hawai`i host culture into curriculum. 5.1L-IIA	Utilizes resources such as learning trips and experts (e.g. family members) to support staff development in learning about the Hawai`i host culture. 5.1L-IIIA
Shows appreciation and value for Hawai`i’s host culture. 5.1L-IB	Engage children in positive discussions, stories, play activities, and more, focused on Hawai`i and other cultures. 5.1L-IIB	Ensures resources relevant to Hawai`i host and other cultures are available (e.g music, books, graphics). 5.1L-IIIB

Competency Area 5: Diversity (continued)		
5.2. Acknowledge diversity in the people and communities served, seek information about people and communities served and seek information about people and places in the community that can be incorporated into the life of the program.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Participate in community activities and be responsive to the cultural practices of the community served. 5.2L-IA	Articulate the importance of a family’s culture and language as an influence on a child’s development. 5.2L-IIA	Ensures that resources, time, and training are available so program staff may further develop an appreciation for diversity. 5.2L-IIIA
Seek information about places in the community that may be used to support children’s learning and development. 5.2L-IB	Create curriculum extensions (e.g. learning trips and guest speakers) connected to the children’s lives, local community and cultural experiences. 5.2L-IIB	Enhances the capacity of others to understand diverse members of the community through discussion, modeling, and training in culturally and linguistically sensitive interactions. 5.2L-IIIB
5.3. Embrace awareness of diverse personal characteristics (e.g. experiences, culture, values, interaction style) and understand their impact on effectiveness in the workplace.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Reflect on own personal genealogy, geographic connections, and family history. 5.3L-IA	Use personal genealogy, geographic connections and family history as well as those of the children and staff to embrace diversity and incorporate appropriately into the program. 5.3L-IIA	Creates staff development opportunities for sharing and learning from each other, utilizing the developing sensitivity to enhance respect and understanding of personal genealogy, geographic connections, and family history. 5.3L-IIIA
Reflect on and connect own values to professional and program values. 5.3L-IB	Recognize personal values and integrate them appropriately into professional and program values creating congruent curriculum, environments and relationships. 5.3L-IIB	Researches and explores diverse interaction styles and makes program modifications as needed to integrate personal, professional and program values. 5.3L-IIIB

Competency Area 5: Diversity (continued)		
5.4 Respect and accept the diversity of the children, families, and colleagues in the workplace and recognize and appreciate commonalities and differences.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Show respect and appreciation for all in the workplace. 5.4L-IA	Use knowledge of and appreciation for diversity within the program to inform teaching. 5.4L-IIA	Communicates with families, staff and colleagues an understanding of cultural and linguistic backgrounds and experiences and how these positively impact the program. 5.4L-IIIA
Be sensitive to the influence of host and local culture in Hawai`i and to all participating in the program; including the specific language, culture, and interaction styles of each child and family member. 5.4L-IB	Interact in a manner that affirms the identity of each child and family, using multiple instructional strategies, applied appropriately and flexibly in response to each child and family. 5.4L-IIB	Instructs and guides staff and colleagues on how to develop warm, responsive, family-teacher relationships that affirms the identity of each child and family. 5.4L-IIIB
Respond positively to similarities and differences. Use styles of interaction that convey mutual trust, respect and appropriate affection. 5.4L-IC	Plan activities with families that support each child’s culture and use these to increase children’s awareness and understanding of differences and similarities across families. 5.4L-IIC	Develops and provides information and resources to families and colleagues regarding cultural and linguistic differences, influences on development and culturally sensitive classrooms. 5.4L-IIIC
5.5 Value supporting others in developing positive attitudes toward differences as an important part of their role.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Actively promote understanding, respect and a sense of belonging between the children and families. 5.5L-IA	Use an understanding of individual children’s life experiences and home culture and language to promote positive attitudes towards differences. 5.5L-IIA	Designs curriculum that promotes a sense of identity for children by integrating home culture and language with learning activities and environments. 5.5L-IIIA
Provide opportunities for communication consistent with the interaction styles of the children and families. 5.5L-IB	Use knowledge of children’s cultural and linguistic backgrounds to facilitate interactions styles and learning. 5.5L-IIB	Uses program policies and practices that foster effective, culturally sensitive relationships and programs. 5.5L-IIIB

Competency Area 5: Diversity (continued)**5.6 Learn about and work towards implementing strategies that question and challenge stereotypes and biases.****Example Indicators; In all settings:**

Level I	Level II	Level III
Respect and nurture the voice of individual children, family members, staff, and colleagues. 5.6L-IA	Provide opportunities for children and families to share their perspectives, ask questions, offer opinions, and provide insights. 5.6L-IIA	Encourages participation from families and staff to ensure a variety of diverse perspectives are represented in program curriculum, activities and plans. 5.6L-IIIA
Reflect on ones biases and gaps in knowledge regarding stereotypes, biases and cultural influences on children in their classroom. 5.6L-IB	Utilize non-discriminatory practices and anti-bias curriculum to ensure that children and families are not stereotyped or discriminated against because of race, religion, gender, ethnicity, language, ability, sexual orientation or other characteristics. 5.6L-IIB	Establishes clear policies on non-discrimination and anti-bias curriculum, seeking resources to adjust practices and provide related staff development. 5.6IIIB

Domain 6: Learning Environment

Definition:

The learning environment is composed of components that provide an active climate and culture for learning and teaching.

Rationale:

The environment is essential to learning and teaching. Interaction with people and materials within the physical space promotes growth and learning. An effective environment is a place where all participants are valued as learners and teachers, each individual's contributions matter to the group, and there is an expectation that each person will succeed.

Essential Principles of Practice

Early care and education practitioners:

6.1 Base their practices on knowledge of state health and safety regulations and other relevant health and safety guidelines.

Example Indicators; In all settings:

Level I	Level II	Level III
<p>Know the state health and safety regulations as well as other relevant guidelines.</p> <p>6.1L-IA</p>	<p>Design and maintain physically safe, clean and orderly environments based on knowledge of health and safety regulations.</p> <p>6.1L-IIA</p>	<p>Ensures knowledge of state health and safety regulations and additional health, safety and environmental guidelines are current, understood and practiced by the staff.</p> <p>6.1L-IIIA</p>
<p>Effectively supervise children to prevent injury and illness.</p> <p>6.1L-IB</p>	<p>Oversee supervision of children in the classroom and program, implementing or modifying supervision strategies to ensure the safety and well-being of all.</p> <p>6.1L-IIB</p>	<p>Conducts observations of the program and classrooms in action in order to ensure appropriate supervision of children at all times. Makes changes as needed.</p> <p>6.1L-IIIB</p>
<p>Follow state health and safety regulations and emergency plans, practice and participate in emergency and disaster drills.</p> <p>6.1L-IC</p>	<p>Maintain a system to account for all children and staff in the event of an emergency or disaster. Practice drills as required.</p> <p>6.1L-IIC</p>	<p>Establishes linkages with community emergency service providers, ensures that all program emergency materials/resources are current and in adequate supply and emergency preparation and practice occurs.</p> <p>6.1L-IIIC</p>

Competency Area 6: Learning Environment (continued)		
6.2. Design environments for learning that engage children socially, cognitively, physically and joyfully.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Provide safe, age-appropriate tools (e.g. manipulatives, supplies, equipment) for children to use; display them attractively, and rotate them regularly to enhance exploration and play opportunities. 6.2L-IA	Intentionally arrange and equip the learning environment so that the use of space is predictable and adapts flexibly to changing needs. 6.2L-IIA	Conducts ongoing assessments of the learning environment and makes changes as needed. Utilizes an environmental assessment tool or checklist to ensure the environment's effectiveness. 6.2L-IIIA
Maintain an inviting learning environment that allows for hands-on learning opportunities with stimulating choices of developmentally appropriate materials and activities. 6.2L-IA	Select materials that reflect and honor the culture of the family and community. 6.2L-IIB	Guides and assures that the program immerses children in a rich, developmentally and culturally appropriate learning environment. 6.2L-IIIB
Ensure the learning environment, inside and outside, has appropriate physical access for all children and adults. 6.2L-IC	Recognize and support individual exploration, discovery, abilities and stimulations in the learning environment. 6.2L-IIC	Plans, implements and adapts the environment so it is balanced between active and quiet, child-directed and adult-directed, individual and group, indoor and outdoor activities.6.2L-IIIC
6.3 Understand the importance of intentionally designed schedules, routines, and transitions consistent with the developmental needs of children.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Conduct predictable, smooth and comfortable routines and transitions. Provide clear expectations and support to children to navigate the schedule. 6.3L-IA	Plan and implement developmentally appropriate and thoughtful schedules, routines, indoor and outdoor activities and transitions. 6.3L-IIA	Works with staff, families, and service providers to develop program schedules to meet the needs of children and families to reduce the number or impact of transitions experienced by children. 6.3L-IIIA
Design areas and establish routines for children's arrival and departures that are easily accessible to adults and provide a personal space for children and their belongings needed at school. 6.3L-IB	Implement activities, coordinate schedules and provide materials appropriate to the developmental levels of all children served. 6.3L-IIB	Provides guidance, consultation, and training to staff on issues related to the learning environments, schedules, routines, etc. that meet the developmental needs of children across all domains. 6.3L-IIIB

Competency Area 6: Learning Environment (continued)**6.4 Design learning environments that reflect information and observations about the diversity of children and families served.****Example Indicators; In all settings:**

Level I	Level II	Level III
Select artifacts, materials and equipment that reflect the children and families in the program and align with sound theoretical practices in ECE. 6.4L-IA	Use space, materials, relationships and routines to provide an interesting and safe environment with visible connections to the children’s lives in and out of school. 6.4L-IIA	Designs, creates and maintains a predictable, yet flexible environment that reflects the backgrounds and experiences the children bring to the program. 6.4L-IIIA
Demonstrate knowledge of and sensitivity to the cultural practices and traditions of the family and community served. 6.4L-IB	Design and utilize a learning environment that respects and values the diversity of the family and community served. 6.4L-IIB	Provides leadership and staff development to all staff to ensure that individual differences of each child, family and culture are respected and accepted. 6.4L-IIIB

6.5 Model respectful relationships and cultivate a welcoming, positive, and pleasant community of learners.**Example Indicators; In all settings:**

Level I	Level II	Level III
Interact frequently with children and families; actions and words convey warmth and invite participation. 6.5L-IA	Use environments and interactions that convey acceptance of children’s diverse ethnic and cultural backgrounds, abilities and learning styles. 6.5L-IIA	Establishes policies and procedures that ensure ongoing and respectful communication with families and the community. 6.5L-IIIA
Treat all children with fairness and consistency. 6.5L-IB	Establish and maintain relationships where all children and adults feel welcomed, competent, respected and relaxed. 6.5L-IIB	Reviews and modifies the practices that support respectful relationships so the program is positive and welcoming for all. 6.5L-IIIB

Competency Area 6: Learning Environment (continued)		
6.6 Value and actively promote an environment that cultivates joyful learning.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Smile and laugh often with children and families. Model delight, wonder and joy when facilitating learning. 6.6L-IA	Observe, enjoy and visit with children about their work and play; extending and scaffolding learning as appropriate. 6.6L-IIA	Ensures ongoing staff development on how to engage in children’s play and facilitate learning with wonder and joy. 6.6L-IIIA
Demonstrate a joyful willingness to engage families in daily program activities. 6.6L-IB	Develop and provide activities for parents that demonstrate joyful learning interactions with children. 6.6L-IIB	Maintains a joyful, accepting and responsive environment fostering family involvement and promoting opportunities for fun and positive family interactions. 6.6L-IIIB

Domain 7: Curriculum

Definition:

Curriculum consists of developmental and educational goals and objectives related to the knowledge, skills, and attitudes children and families will acquire as a result of participating in a program. Hand in hand with developmental and content area goals, curriculum also consists of the pedagogy used to achieve program goals. Curriculum plans provide specific information about individual learning experiences.

Rationale:

A curriculum that is based on formal and informal research and evidenced-based practices assists practitioners in identifying important concepts, skills, and attitudes, as well as effective methods for fostering the learning and development of each child and family. A well-articulated curriculum, when informed by knowledge of individual children and their families, guides practitioners so they can plan and facilitate learning experiences that foster growth across developmental domains and content areas..

Essential Principles of Practice

Early care and education practitioners:

7.1 Base practice on knowledge about the many factors that inform curriculum design (e.g. societal values, content standards, developmental principles, accountability systems, research finding, community expectation, culture and language, family characteristics and individual differences).

Example Indicators; In all settings:

Level I	Level II	Level III
Understand that schedules, indoor and outdoor activities, routines, and transitions need to be appropriate for children’s ages, abilities, individual and family needs. 7.1L-IA	Design and implement curriculum that addresses all areas of development in an integrated and holistic manner consistent with the developmental needs and abilities of each child and family. 7.1L-IIA	Guides the staff in developing curriculum and implementation that addresses developmental domains across all content areas. 7.1L-IIIA
Identify a broad array of activities that are developmentally appropriate and represent children and families in the program and community. 7.1L-IB	Utilize content and practices that have a compelling reason to be used with these children at this time. Integrate content and practices into the curriculum. 7.1L-IIB	Guides the staff in using curriculum standards appropriate to their settings for planning and evaluating curriculum, learning environments and materials for the children. 7.1L-IIIB

Competency Area 7: Curriculum (continued)		
7.2. Understand that curriculum is more than a set of activities. Intentionally plan relevant learning experiences that integrate across developmental domains (physical, social, emotional, cognitive, linguistic, creative and spiritual) and content area goals and objectives.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Define curriculum as it applies to programs for all age groups; develop insight and basic understanding of curriculum design. 7.2L-IA	Plan and implement curriculum that offers opportunities for children and their families to learn in a variety of ways, according to their developmental needs and interests. 7.2L-IIA	Guides staff in implementation of an integrated curriculum that addresses the various content areas and is based on the children’s needs and interests. 7.2L-IIIA
Understand and work towards implementing developmentally appropriate, engaging, hands-on curriculum for the ages of children in all curriculum areas. 7.2L-IB	Plan and implement activities that are developmentally appropriate, engaging, and hands-on for the ages of children in all curriculum areas. 7.2L-IIB	Guides staff on how to design and implement developmentally appropriate, engaging, and hands-on activities for the children served in all curriculum areas. 7.2-III B
7.3. Reflect pedagogy that is based on developmental research. Intentionally choose from a variety of learning formats and teaching strategies consistent with principles of development.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Provide opportunities for children to make choices and explore their own interests through active exploration and learning. 7.3L-IA	Use a variety of developmentally appropriate teaching methods including play, group activities, cooperative learning and more as appropriate. 7.3L-IIA	Understands, applies and guides the staff on the major theories of teaching, learning and using a variety of teaching strategies to correspond to multiple learning styles and abilities. 7.3L-IIIA
Provide significant opportunities for children to learn through play. 7.3L-IB	Extend children’s learning using a variety of appropriate strategies, including play. 7.3L-IIB	Stays current on research and understanding on the value of play; plans corresponding staff development and shares knowledge with families. 7.3L-IIIB
Use the environment, everyday activities and materials to support learning and teaching. 7.3L-IC	Create an interesting and safe environment with activities and materials that encourage play, exploration and learning. 7.3L-IIC	Ensures implementation of everyday activities and materials that respect and value individual’s learning and teaching. 7.3L-IIIC

Recognize and implement natural learning experiences and “teachable moments”.	Build upon natural learning experiences and “teachable moments”, modeling this consistently for staff and families.	Provides guidance and staff development on how best to recognize, extend, and incorporate into the curriculum natural learning experiences and “teachable moments”.
7.3L-ID	7.3L-IIID	7.3L-IIID
Competency Area 7: Curriculum (continued)		
7.4 Value and reflect pedagogical methods and styles of interaction consistent with the children and families they serve.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Include culturally relevant pedagogy rooted in our host culture such as the use of “mo`olelo” or “talk story” and “malama`aina,” actively caring for the land.	Adapt the curriculum, environment, materials and interactions to meet the needs of individual children and their families.	Ensures the program has the resources and training necessary to understand and incorporate, if appropriate, culturally relevant pedagogy and new or modified ideas and strategies.
7.4L-IA	7.4L-IIA	7.4L-IIIA
Facilitate and participate in children’s play and activities without taking over the activity.	Encourage children to develop independence by providing opportunities for children to master new skills, experience success, and safely take risks.	Listens to staff and families’ feedback about the curriculum and children’s engagement in school. Utilizes information for curriculum enhancement.
7.4L-IB	7.4L-IIIB	7.4L-IIIB
7.5 Understand that meaningful curriculum connects with children’s interests, base of experience, and lives outside of school. Design curriculum consistent with the guiding principles and philosophy of the program.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Know the guiding principles and philosophy of the program and its curriculum.	Seek resources to provide authentic and relevant learning experiences connected to the geographical and cultural experiences of children within the program.	Ensures that the staff and family know how children learn specific content (mathematics, science, language arts, etc.) through their sensory experiences, play, exploration, interactions, inquiry, etc.
7.5L-IA	7.5L-IIA	7.5L-IIIA
Begin to make contributions to the planning of curriculum based on observations of the children’s interests and experiences in and outside of school.	Inquire about and include learning experiences that build on the interest, expertise and resources of the families served and which reflect the community.	Keeps records and current information on family expertise and community resources relevant to the children’s needs and utilizes the resources to enrich the curriculum.
7.5L-IB	7.5L-IIIB	7.5L-IIIB

Competency Area 7: Curriculum (continued)		
7.6 Understand that curriculum is dynamic, responsive and fluid.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Engage in continuous program planning that responds to children’s growing competencies and emerging interests. 7.6L-IA	Use appropriate planning methods for children’s needs and interests. (activity plan, weekly plan, integrated plans, etc.) 7.6L-IIA	Facilitates an overall planning process with staff to ensure curriculum is responsive and dynamic. 7.6L-IIIA
Use and adjust varied teaching practices based on children’s development and need. 7.6L-IB	Implement an integrated curriculum that addresses the various content areas (i.e., language arts, science, mathematics, social studies, art, etc) and is based on children’s needs and interests. 7.6L-IIB	Analyzes curriculum models along with their rationales and limitations and shares with staff; incorporating new ideas and opportunities where they might serve the needs of the children and families. 7.6L-IIIB
7.7 Value the interrelationship between curriculum and assessment and are knowledgeable about how to use assessment data to reflect on and inform curriculum decisions.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Review a variety of pre-formative and summative assessment methods and begin to utilize methods with supervision. 7.7L-IA	Use a variety of pre-formative and summative assessment methods. Use data to evaluate the effectiveness of teaching and modify curriculum and teaching strategies to better address the needs of each child and family. 7.7L-IIA	Organizes a system to collect and record data for effective evaluation. Analyzes and reflects on the gathered data and uses this to guide staff and inform curriculum decisions. 7.7L-IIIA
Begin to collect documentation of children’s activities and work focused on curriculum goals. 7.7L-IB	Routinely collect, organize, and interpret documentation of children’s activities and work as evidence of accomplishing curriculum goals. 7.7L-IIB	Analyzes different methods of observation, documentation and assessment and selects appropriate techniques for sharing children’s development with families and curriculum improvement. 7.7L-IIIB

Domain 8: Assessment and Evaluation

Definition:

Assessment is the ongoing and daily practice of observing, documenting, and organizing information (data) using a variety of informal and formal assessment tools.

Evaluation is the process of analyzing multiple sources of assessment data and using this to inform educational decisions.

Rationale:

Assessment and evaluation are integral to programs, curriculum, and instruction. Systematic assessment is essential for the purpose of identifying children who may benefit from more intensive instruction or intervention, or who may need additional developmental evaluation. Furthermore, assessment and evaluation informs teaching practice by providing data that enables practitioners to reflect on and continuously improve their teaching skills. Finally, assessment and evaluation assure a process for determining whether the program meets its goals for each child, family and practitioner within the organization.

Essential Principles of Practice

Early care and education practitioners:

8.1 Base practices on knowledge about the multiple steps involved in collecting (data) on the development and learning of each child as well the program: observing, recording, organizing, and documenting.

Example Indicators; In all settings:

Level I	Level II	Level III
Demonstrate a developing awareness of how to collect data on development and learning. 8.1L-IA	Develop a systematic way of collecting and analyzing information to intentionally inform program practices and deliberately meet the needs of each child and family. 8.1L-IIA	Establishes criteria, procedures and documentation methods for observation and assessment. 8.1L-IIIA
Seek guidance and support from other professionals as needed in documentation of observations and assessment. 8.1L-IB	Select and model appropriate use of a variety of observation and assessment methods and tools. 8.1L-IIB	Provides guidance and mentoring to staff in understanding the methods and uses of observation and assessment. 8.1L-IIIB

Competency Area 8: Assessment and Evaluation (continued)		
8.2 Value assessment partnerships with the families they serve and know how to respectfully involve families in assessment.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Collaborate with families when gathering information on each child’s strengths and needs and reflect this in the data. 8.2L-IA	Demonstrate partnerships with families and, as appropriate, multi-disciplinary team members by involving them in assessing the child’s development. 8.2L-IIA	Based on observation and assessment results, communicates next steps for individual children to families in a clear and supportive manner. 8.2L-IIIA
Observe and record information about children and families in a non-judgmental manner. 8.2L-IB	Communicate observation and assessment results to families in a clear and supportive manner. 8.2L-IIB	Provides guidance and support to staff on effective and culturally responsive communication regarding involvement of families in the observation and assessment process. 8.2L-IIIB
8.3 Understand how information (data) is gathered to: meet program goals and objectives, meet the needs of the participants, and communicate with appropriate people.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Demonstrate awareness of multiple forms of assessment and begin to use assessment tools as appropriate. 8.3L-IA	Select and use multiple forms of assessment, including, culturally appropriate assessment strategies and tools, to gather data on each child’s development and learning. 8.3L-IIA	Observes children’s individual learning styles, developmental levels, special needs and applies findings when selecting, adapting and utilizing assessment strategies and tools. 8.3L-IIIA
Demonstrate a basic understanding of the process of assessment for children, personnel, and policies to inform program decisions. 8.3L-IB	Effectively use assessment tools and adapt screening and assessment procedures to meet the needs of children, the culture of their family and the program. 8.3L-IIB	Selects valid, reliable and appropriate observation and assessment tools. Guides and trains staff in using assessment results to modify environment, curriculum and to improve child outcomes. 8.3L-IIIB

Competency Area 8: Assessment and Evaluation (continued)		
8.4 Aware of and uphold ethical responsibilities to children and families when engaging in assessment practices.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Uphold ethical responsibilities for confidentiality. Respect the privacy of each individual (child, family, and colleague). 8.4L-IA	Ensure ethical assessment practices are implemented by all staff and understood by families. 8.4L-IIA	Ensures all state and federal regulations are in compliance and program practices and policies align and are reviewed regularly. 8.4L-IIIA
Develop an awareness of the importance of collaborating with families and staff to gather information on children while maintaining confidentiality. 8.4L-IB	Make ethical decisions about appropriate observation, assessment, and documentation tools to gain a well-rounded picture of individual children. 8.4L-IIIB	Ensures all documentation is used appropriately and a system is in place to ensure documentation is objective, used properly and ethically. 8.4L-IIIB
8.5 Understand that assessment results (evaluation) are used to inform sound decisions about participants, teaching, and program improvement.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Demonstrate a developing awareness of appropriate assessment of young children by using assessment strategies, including observation, to develop a complete description of each child. 8.5L-IA	Responsibly analyze and reflect on assessment results (data). Be aware of the information assessment measures can provide as well as the limitations of specific tools or data in light of the communities served. 8.5L-IIA	Interprets and uses assessment information for curriculum planning, designing the program environment, modifying teaching styles/strategies and arranging for a variety of related services as needed. 8.5L-IIIA
Demonstrate a developing awareness of appropriate assessments of young children and how the results may be used to provide appropriate activities, identify children with special needs and communicate with parents. 8.5L-IB	Use assessment (data) of young children when planning programs, activities, and environments for young children. Report data thoughtfully, aware of implications for the children and program. 8.5L-IIIB	Uses and advocates for sound policies and practices based on multiple, credible sources of data that capture the unique needs and characteristics of children and communities. 8.5L-IIIB

Domain 9: Professionalism

Definition:

Professionalism is an early care and education practitioner’s commitment to the NAEYC Code of Ethical Conduct and to cultural, ethical and professional codes of conduct relevant to their specific program and setting. Professionalism also involves participating in an ongoing process of reflecting on and improving professional practices.

Rationale:

The nature of our work as early care and education professionals is personal, confidential and sensitive, requiring trust between children, families, professionals and other practitioners. Practitioners are better equipped to make ethically sound decisions when they are aware of and guided by documents from the field that articulate agreed upon norms for professional and ethical conduct.

Furthermore, the knowledge base of our field is constantly expanding. As new research and literature that can inform our work with children and families becomes available, practitioners bear responsibility for keeping current and participating in ongoing professional development activities. As professionals we are expected to continuously seek ways to improve our ability to provide competent early care and education services for each child and family specific to their situation and to effectively contribute as members of the professional community.

Essential Principles of Practice

Early care and education practitioners:

9.1 Understand and carry out the responsibilities of their position within the context of their programs. They know and embody their program’s philosophy and mission of early care and education.

Example Indicators; In all settings:

Level I	Level II	Level III
Demonstrate the responsibilities articulated by their job description. 9.1L-IA	Model and promote consistent performance of job duties and responsibilities in a professional manner. 9.1L-IIA	Guides others in professional performance of responsibilities as a mentor and resource. 9.1L-IIIA
Behave in a manner consistent with the philosophy and mission of the program. 9.1L-IB	Model and promote professional work habits, behaviors and attitudes such as welcoming, engaging, courteous, and respectful behavior. 9.1L-IIB	Promotes a professional working environment consistent with the philosophy and mission of the program; supports educators working with children and families. 9.1L-IIIB

Demonstrate a positive working attitude and contribute to a positive climate within the workplace. 9.1L-IC	Facilitate a cooperative work environment by promoting positive communication and facilitating relationships among staff. Contribute as a responsible member of the staff or team. 9.1L-IIC	Develops and implements policies to facilitate collaborative relationships and positive environments, providing professional development opportunities to build positive relationships and teams. 9.1L-IIIC
Competency Area 9: Professionalism (continued)		
9.2 Acknowledge ethical and professional responsibilities embodied by the NAEYC Code of Ethical Conduct and other relevant codes that define ethical and professional responsibilities.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Participate in training on the NAEYC Code of Ethical Conduct and act consistently with this and other relevant documents in matters of ethical conduct. 9.2L-IA	Model and promote the ethical behavior within the code of ethics related to the profession. 9.2L-IIA	Integrates ethical code into practice, written policies and instruction. 9.2L-IIIA
Demonstrate behavior consistent with the cultural, ethical and professional codes of conduct specific to the program and setting where employed. 9.2L-IB	Teach educators and staff how to use the code of ethics to articulate professional values and investigate ethical dilemmas. 9.2L-IIB	Guides others in developing and maintaining professionalism and ethical behavior; provides staff development as appropriate. 9.2L-IIIB
9.3 Recognizes each person bears a responsibility for the quality of relationships and addresses challenges and concerns constructively.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Discuss program issues responsibly with appropriate individuals and follow up as needed. 9.3L-IA	Manage program challenges and concerns constructively working towards resolutions with input from those involved. 9.3L-IIA	Promotes a professional working environment that supports educators working with children and families. 9.3L-IIIA
Communicate clearly, effectively and respectfully when engaged in problem solving. 9.3L-IB	Provide clear written communications and engage in problem solving strategies that include multiple points of view. 9.3L-IIB	Establishes procedures and ensures professional development opportunities on resolving conflicts and promoting positive groups interactions. 9.3L-IIIB

Competency Area 9: Professionalism (continued)		
9.4 Upholds ethical and legal responsibility for the quality of relationships and addresses challenges and concerns constructively.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Demonstrate ethical conduct in matters involving confidential information about the constituencies served. 9.4L-IA	Exhibit respect for the privacy and confidentiality of child, family and program information. 9.4L-IIA	Provides guidance and a course of action when unethical behavior and concerns are identified. 9.4L-IIIA
Recognize a conflict and take appropriate action as outlined by the program; seeking guidance and assistance when required. 9.4L-IB	Demonstrate appropriate conflict resolution strategies; negotiating, resolving conflict and addressing concerns effectively. 9.4L-IIIB	Demonstrates effective communication with families and staff regarding problem solving, public speaking and advocacy. 9.4L-IIIB
9.5 Embraces on-going and continuous professional development as a responsibility. They are committed to embodying the essential principles of practice adopted by the early childhood community within our state.		
Example Indicators; In all settings:		
Level I	Level II	Level III
Use information from supervision and self-reflection as a learning tool to grow, enhance skills and improve practice. 9.5L-IA	Engage in a process of continuous self-reflection, establish goals, and participate in activities to improve professional practice. 9.5L-IIA	Serves as a mentor by providing guidance, resources, support and encouragement for continuing professional development. 9.5L-IIIA
Use the Essential Principles of Practices for Hawai'i's Early Childhood Professionals and other relevant professional development documents. 9.5L-IB	Use and promote professional resources, organizations and current research to enhance professional development and improve skills on an on-going basis. 9.5L-IIIB	Participates in and promotes collaborative professional development using effective, reliable and current research, knowledge and practice. 9.5L-IIIB

Competency Area 9: Professionalism (continued)**9.6 Perceive children, families and colleagues as valuable sources of information that inform professional development.****Example Indicators; In all settings:**

Level I	Level II	Level III
Participate in professional development activities that respond to data that includes multiple perspectives (children, families, employers and colleagues). 9.6L-IA	Observe children, analyze data and ask for input from families and colleagues to create or attend meaningful and focused professional development. 9.6L-IIA	Ensures the needs and input of children, families, and colleagues are addressed when designing professional development opportunities. 9.6L-IIIA
Continuously engage in critical reflection about the effectiveness of ones teaching practices in meeting the needs of the communities served. 9.6L-IB	Regularly analyze, evaluate and synthesize teaching practices to make changes that more fully serve children, families, colleagues and the community. 9.6L-IIB	Addresses issues of program and staff cultural competence and teaching practices on an ongoing basis. Seeks feedback from staff, families, children and community. 9.6L-IIIB

Domain 10: Program Management

Definition:

Program management is the effective implementation of policies and procedures and effective use of system resources so that the program effectively supports high-quality educational experiences for children, families, and personnel.

Rationale:

High quality early learning programs support practitioners in carrying out the mission and objectives of an organization in achieving their educational and professional goals. Each person within an organization bears *kuleana*, responsibility for the shared success of the whole.

Essential Principles of Practice

Early care and education practitioners:

10.1 Understand their role and responsibilities within the context of their organization as individuals and in collaboration with others.

Example Indicators; In all settings:

Level I	Level II	Level III
Review job description and perform responsibilities in accordance with the employee handbook; follow operational procedures and policies. 10.1L-IA	Review all job descriptions, responsibilities, and operational procedures and policies. Provide feedback to administration for improvement and enhancement. 10.1L-IIA	Reviews job descriptions, staff responsibilities and handbook, making necessary updates to ensure they meet the continuous and changing needs of the program. 10.1L-IIIA
Demonstrate shared responsibility for the well-being of the program. 10.1L-IB	Listen to and dialog openly with all staff to clearly grasp the roles and responsibilities of varied positions. 10.1L-IIB	Ensures the fulfillment and understanding of roles and responsibilities of all staff. Mentors staff on effectively meeting their assigned responsibilities. 10.1L-IIIB

Competency Area 10. Program Management (continued)		
10.2 Conduct themselves in compliance with state and federal regulations. They are knowledgeable about legal and ethical obligations.		
Example Indicators; In all settings:		
Level I	Level II	Level III
<p>Comply with all relevant state and federal regulations.</p> <p>10.2L-IA</p>	<p>Review all relevant state and federal regulations with staff to ensure compliance.</p> <p>10.2L-IIA</p>	<p>Ensures current knowledge and information about legal and ethical obligations in early childhood education is available and incorporated into the program.</p> <p>10.2L-IIIA</p>
<p>Utilize Hawaii Child Welfare Services: A Guide for Mandated Reporters HRS 350-1.1. Reporting known or suspected child abuse or neglect to the administration or directly to police or Child Welfare if so designated in a timely manner.</p> <p>http://humanservices.hawaii.gov/ssd/files/2013/01/MANDATED-REPORTER-HANDBOOK.pdf</p> <p>10.2L-IIB</p>	<p>Document signs of abuse and neglect, collect information from staff and report to appropriate authorities as outlined by the administration or Mandated Reporting HRS 350-1.1. Ensure HRS 350-1.1 is understood and utilized by staff and families.</p> <p>10.2L-IIB</p>	<p>Ensures policies and procedures for reporting child abuse and neglect are current, effective and practiced by all staff and families. Ensures compliance and provides training on mandated reporting for known or suspected child abuse or neglect in accordance with HRS 350-1.1.</p> <p>10.2L-IIIB</p>

Competency Area 10. Program Management (continued)**10.3 Engage in program accountability.****Example Indicators; In all settings:**

Level I	Level II	Level III
Maintain accurate program records as is appropriate to ones position. 10.3L-IA	Keep current records as required. Report concerns or suggestions for improvement to administration and assist new or entry level staff with record keeping. 10.3L-IIA	Designs or acquires necessary record keeping systems for the program. Ensures the staff understands record keeping requirements. Communicates any updates in a clear and timely fashion. 10.3L-IIIA
Explain how practices effectively address program goals and objectives. 10.3L-IB	Understand program goals and objectives and continuously review and provide feedback for improvement. 10.3L-IIB	Ensures program goals and objectives and corresponding practices are evaluated and modified if necessary. 10.3L-IIIB
Participate in pre-service and in-service professional development as defined by their institutions and as relates to basic theoretical rationale of ECE. 10.3L-IC	Create and follow an individualized staff development plan for addressing ones needs and areas for improvement. 10.3L-IIC	Ensures access to necessary pre-service and in-service professional development for all staff , monitoring staff's plans and progress. 10.3L-IIIC

Domain 11: Partnerships with Communities

Definition: Community resources are the people, organizations, places or other assets within communities that are available to support children, families, practitioners and programs.

Rationale: A quality program is an integral part of the community it serves and engages in reciprocal relationships with community members. Programs are enriched when they seek out resources within the community that can support and promote the well-being of children, families and practitioners. The life of children in programs is also enriched when practitioners seek out opportunities to meaningfully partner with community members as they plan and implement educational experiences for children. Likewise, children benefit from educational experiences that connect them with the communities where they live.

Essential Principles of Practice

Early care and education practitioners:

11.1 Understand that they are an integral part of the fabric of the communities they serve and foster reciprocal relationships with families and community members.

Example Indicators; In all settings:

Level I	Level II	Level III
<p>Demonstrate an awareness of community events and functions and support the program’s involvement.</p> <p>11.1L-IA</p>	<p>Research and keep contact information, and share resources that will benefit community partners and families.</p> <p>11.1L-IIA</p>	<p>Identifies and connects each family to resources in the community that can offer services and support specific to each child’s and families’ needs (e.g. food, shelter, health or medical services, counseling, screening services, leisure activities).</p> <p>11.1L-IIIA</p>
<p>Build respectful relationships through a shared understanding of families and community, knowing children develop within the context of family, culture, values and traditions.</p> <p>11.1L-IB</p>	<p>Collaborate with families to create a climate that is respectful of diversity in educational and child-rearing practices and remain respectful and sensitive to the characteristics of each family.</p> <p>11.1L-IIB</p>	<p>Promotes and provides staff development on understanding cultural influences on parenting, problem solving, community and relating to families.</p> <p>11.1L-IIIB</p>

Competency Area 11: Partnerships with Communities (continued)

11.2 Base practices on knowledge about the people, organizations and places within the community and potential learning opportunities collaboration can provide.

Example Indicators; In all settings:

Level I	Level II	Level III
Investigate resources that are nearby in the community that may be useful to the program and educational experiences for children and their families. 11.2L-IA	Build and maintain partnerships with resources in the community that enrich the education experiences of children and their families (e.g. visiting experts, learning trip sites, community gardens). 11.2L-IIA	Develops, implements and maintains policies and practices that are respectful and inclusive of all families within the context of the community. 11.2L-IIIA
Keep abreast of community activities that would be meaningful for families and inform them of the events and activities. 11.2L-IB	Identify and provide appropriate resources to share with families when community support might be useful. 11.2L-IIB	Supports other staff and families in identifying appropriate community resources to meet the needs of individual children and their families. 11.2L-IIIB

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Appendix B – HCYC Common Core Competencies Workgroup 2010-12

Name	Organization	Setting
Noelani Iokepa-Guerrero	Pūnana Leo	CB
Kathy Murphy	Hawai'i Association for the Education of Young Children (HAEYC)	ALL
Brenda Watanabe	People Attentive to Children (PATCH)	PATCH
Lisa Pakele	Institute for Native Pacific Education and Culture (INPEACE)	FCIL
Lora Perry	Partners in Development Foundation (PID)	FCIL
Buffy Owens	Kama'aina Kids	CB and Infant Toddler
Sherry Nolte	Honolulu Community College	IHE
Deidre Harris	Kamehameha Schools	CB and HV
Cathy Javor	Partners in Development Foundation (PID)	FCIL
Kanoe Kanaka'ole	Pūnana Leo	CB
Luana Jardine	Alu Like	HV
Lovey DeRego	Hawai'i Catholic Schools	CB
Keiko Nitta	Department of Health – Early Childhood Comprehensive Services (ECCS)	Community training
Mike Fahey	Good Beginnings Alliance	Special Needs
Winnie Ching	Kamehameha Schools	CB
Pamela Celestine Perkins	Family Child Care Provider	FCC
Celia Takahashi	Good Beginnings Alliance	
Linda Buck	Honolulu Community College	IHE
Sheri Schonleber	University of Hawai'i Mānoa	IHE
Chris Jackson	Head Start Collaboration	CB and Infant Toddler
Julie Morita	Department of Human Services	DHS Licensing – CB and FCC
Jayne Arasaki	Seagull Preschools	Administrator
Polly Strona	Family Child Care Provider	FCC
Christina Cox	KCAA Preschools	CB and Infant Toddler
Kaina Bonacorsi	Early Learning Council (Neighbor island appointee)	
Susan Adler	University of Hawai'i West O'ahu	IHE
Cindy Ballard	People Attentive to Children (PATCH)	Community training
Gale Flynn	STG International	Trainer
Julie Powers	University of Hawai'i Maui College	IHE
Ben Naki	Head Start Association	CB and Infant Toddler
Lynn Cabato	Head Start Association	CB and Infant Toddler
Melodie Vega	Hawai'i Careers with Young Children (HCYC)	Systems

Legend:

CB = Center-based settings

FCC = Family Child Care Settings

FCIL = Family Child Interaction Learning Programs Settings

HV = Home Visitor Settings

IHE = Institute of Higher Education

Appendix C – HCYC Core Competencies Workgroup Guiding Principles 2010-12

1. We collaborate and partner with resources and organizations that currently exist.
2. We represent all ECE settings.
3. We have identified that recruitment into the field is as a priority.
4. We provide support, motivation, and resources for practitioners to achieve the required level of education and qualifications.
5. We believe quality leadership is critical.
6. We have set precedence for the ongoing evaluation of quality.
7. We believe parent education is essential in every setting.
8. We use a consensus approach when deciding on recommendations to the Core Group.
9. We hold everyone who comes to the table responsible for the final recommendations to the Core Group.
10. We respect and value what was done in the past and move forward.
11. We work in collaboration with all teams to assure consistency and move towards the goal of developing a comprehensive, statewide professional development system plan.
12. We insist that all work will support equitable compensation.
13. We agree that all work will be aligned with Higher Education.
14. We work with all stakeholders including local and national organizations with vested interest in workforce and professional development.
15. We agree that all work will be integrated into Act 14, Special Session 2008 and the work of the Early Learning Council.

Appendix D – 2015 User’s Guide

Slide 1

E Mālama i Nā Keiki
Essential Principles of Practice

with **Example Indicators; A Users Guide.**
Revised July 2015

Slide 2

User Guidelines

- This Guide provides suggestions for using the Essential Principles of Practice.
- Users may include:
 - Practitioners
 - Higher Education Faculty and Staff
 - Directors and Administrators
 - Staff Development Specialists
 - Trainers and Others

Slide 3

Domain organization and codes

- The eleven Domains contain
 - A Definition and Rationale for the Domain
 - Essential Principles of Practice
 - Example Indicators: two or more examples of practice for all settings at three levels of practice

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Slide 4

Example Indicator Codes

- In each Example Indicator box there is a code usually in the left bottom corner for ease of reference.
 - The number of the Indicator (1.1; 3.3; 9.2; etc) the Level (I; II; or III) and the Sequence (A; B; C; D) make up the CODE.

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Slide 5

Domains

- 1. Well-Being
- 2. Child Growth and Development
- 3. Relationships
- 4. Guidance
- 5. Diversity
- 6. Learning Environment
- 7. Curriculum
- 8. Assessment and Evaluation
- 9. Professionalism
- 10. Program Management
- 11. Partnerships with Communities

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Slide 6

Levels of Practice

- There are three Levels of Practice
 - Level I – Beginning Practitioner
 - Level II – Intermediate Practitioner
 - Level III – Advanced Practitioner

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Slide 7

Examples of Practitioner Roles and Academic Preparations by Level

- Examples of Practitioner Roles and necessary Academic Preparations by Levels are provided as guidelines.
- There may be additional roles, titles and academic requirements.

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Practitioners

- Review the Domains and identify areas of strengths and areas for improvement.
- In each Domain identify the Principles of Practice where you would like to improve.
- The Example Indicators are a starting point and guide.
- Design a Professional Development Plan for improvement based on the review.
- Continue to review and set goals to move up a level or increase skills and opportunities in the field.

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Higher Education Faculty and Staff

- Use the Domains to guide development of programs, courses and student learning outcomes.
- Use the Domains as categories for student portfolios.
 - Principles and Examples should help students identify evidence from their program experience to include in their portfolios.
 - Principles and Examples should help in designing activities and content for courses.

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Directors and Administrators

- Review the Domains and identify areas of strength and areas for improvement with a staff member.
- In Domains identify the Principles of Practice where the staff needs improvement.
- The Example Indicators maybe a starting point and guide.
- Design a Professional Development Plan with the staff member using the Domains and Principles of Practice.

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Directors and Administrators (con't.)

- The Domains and Principles of Practice may guide staff evaluation.
- The Domains and Principles of Practice may guide staff development topics selected.
- The Domains and Principles of Practice may guide selection of workshops, courses, or conferences for staff participation.

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Staff Development Specialists and Trainers

- The Domains and Principles of Practice may guide staff development topics selected or created.
- The Domains and Principles of Practice may guide the development of workshops, courses, or conferences for staff or ECE Practitioners.
- The Domains, Principles, and Example Indicators may guide the development of outcomes for each training.

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Resource Development

- The Domains, Principles of Practice and Example Indicators may be utilized as a resource in seeking funds and grants.
- The Domains, Principles of Practice and Example Indicators They may also be helpful in creating budgets or allocation of funds.

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Slide 14

Conclusions

- The Domains, Principles of Practice and Example Indicators may be utilized in a variety of settings for many different purposes.
- Use the content thoughtfully and ethically in service to Early Childhood Education Programs and Practitioners.

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