

This self-assessment is designed to provide you with a starting place in which you can take pride in accomplishments and reach toward future goals.

“You don’t have to see the whole staircase, just take the first step” Dr. Martin Luther King Jr.

BUILDING BASIC KNOWLEDGE AND SKILLS

Demonstrates awareness of the importance to be near to, supervise, and give children support as they play	
Remains in close proximity to the children as they play	Choose an item.
Encourages and supports children in pursuit of their interests	Choose an item.
Demonstrates awareness of the importance of repetition for children’s learning	
Repeats songs, rereads books and allows children to repeat activities they have enjoyed	Choose an item.
Demonstrates awareness of the importance of children’s curiosity	
Allows children to self-select activities at least part of the day	Choose an item.
Demonstrates awareness of the importance of children’s curiosity	
Does not “shush” children or ignore them when they ask questions	Choose an item.
Avoids showing irritation or annoyance when children ask questions	Choose an item.
Expects children to talk, play and closely examine things they are interested in	Choose an item.
Defines the word “cognitive” and what it means in relation to children’s development	
Describes some of the cognitive abilities of the children in the group	Choose an item.
Demonstrates awareness that children learn by doing	
Provides opportunities for children to use materials independently	Choose an item.
Allows children to get “messy”	Choose an item.
Limits use of group times to older children	Choose an item.
Demonstrates awareness that adults can reinforce children’s learning	
Gives examples of how a caregiver supports children’s learning	Choose an item.
Uses TV, video and/or computers sparingly and pre-views such materials to assure they contain no content that is violent, frightening, sexually inappropriate or culturally insensitive	
TV is used only to support curriculum e.g., music and movement videos, movies that support a concept being taught, etc.	Choose an item.
Assures children do not view inappropriate media materials, including frightening animated movies (See above)	Choose an item.
Computer games/programs are educational	Choose an item.
Provides desirable choices for children who may not want to engage in media related activities	Choose an item.
No TV or videos are not used with children under three years of age	Choose an item.

BEGINNING TO UNDERSTAND AND APPLY

Engages with children as an interested play partner	
Joins in activities with children	Choose an item.
Allows children to lead play and responds to their cues e.g., a toddler hands a dress up item to a caregiver and she puts it on the child, a child pretends to take pictures and the caregiver poses, reads a book when a child asks them to or brings it to them, etc.	Choose an item.
Provides opportunities for children to repeat familiar and favorite activities	
Explains the value of repetition in relation to brain development	Choose an item.
Provides favorite materials and activities daily	Choose an item.
Recognizes that children’s concrete experiences and play contribute to their learning	
Explains the difference between active and passive learning and gives examples of each	Choose an item.

Encourages active learning, rather than emphasizing that children listen passively to adults	Choose an item.
Encourages children to ask questions and responds to questions they may have	
Is attentive to children's questions and responds positively	Choose an item.
Provides materials for children with differing ability levels	
Points out at least three examples within the environment of materials of differing ability levels	Choose an item.
Provides open ended materials that can be used by children of all abilities	Choose an item.
Understands how play promotes cognitive development	
Explains the relationship between play and children's learning	Choose an item.
Provides materials that children can explore and master by themselves	Choose an item.
Familiarizes children with mathematical language as they play e.g., bigger than, more than, as many as, etc.	Choose an item.
Shows interest in children's activities, accomplishments and discoveries	
Encourages children to talk about their experiences and observations	Choose an item.
Shares excitement in children's discoveries	Choose an item.
Acknowledges children's creations, work and play	Choose an item.
Is aware of and has read Utah's Pre-K Guidelines for cognitive development in Math, Literacy and Approaches to Learning (Only individuals working with pre-school age children)	Choose an item.
Notices differences in individual children's learning patterns	
Understands that children develop at their own rate	Choose an item.
Shares concerns about a child's development with an appropriate individual	Choose an item.

KNOWS, EXPLAIN AND USES BEST PRACTICES

Interacts consistently in a positive manner with each child, showing genuine interest in what the child says and does, and asks open-ended questions	
Provides descriptive words for children, especially infants and toddlers, and describes what they see happening in the environment	Choose an item.
Talks informally with children during play activities about concepts and logical relationships e.g., points out differences in the sizes of blocks children are using, wonders with the children why the snow on our shoes melts when we come inside, points out similarities and differences in the color and shape of play materials, etc.	Choose an item.
Asks questions that have more than one answer and encourages children to speculate, guess or talk about their ideas e.g., "What do you think might happen if....?" or "How do you think he felt when....?" etc.	Choose an item.
Revisits learning activities with children so they can reflect and build on previous learning to develop and refine thinking skills	
Asks children questions that encourage them to reflect on past experiences	Choose an item.
Uses routine daily activities to enhance children's learning e.g., counting the number of cups or spoons as children help get ready for snack, sorting items by a particular characteristic (color, size, shape) as children clean up, etc.	Choose an item.
Supports children's repetitions of the familiar and introduces new experiences, activities and materials when children are interested and ready	Choose an item.
Plans opportunities for children to revisit experiences over periods of days, weeks, and/or months	Choose an item.
Provides concrete experiences and activities that strengthen children's cognitive development	
Provides hands on activities that develop cognitive skills in children e.g., materials children can manipulate, match, sort, fit together, etc.	Choose an item.
Provides a running commentary during routines and daily activities	Choose an item.
Provides a variety of learning situations e.g., individual/group, active/quiet	Choose an item.
Plans appropriate blocks of time for children to self-select activities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels, interests and learning styles of each child	
Allows plenty of time for active, hands-on play in which children can make their own discoveries	Choose an item.
Offers children the opportunity to choose among several activities	Choose an item.
Reduces distractions and interruptions so that children have opportunities to extend their attention span and persist at a self-chosen activity	Choose an item.

Leads math, science, and nature exploration in response to children’s emerging interests	
Observes children and talks with them to find out their interests and plans age appropriate activities in science, math and nature to support them	Choose an item.
Engages children in activities that support scientific thinking and inquiry e.g., collecting, comparing, investigating, problem-solving, predicting, observing, exploring, and reporting	Choose an item.
Engages children in activities and provides materials that support mathematical thinking e.g. counting, sorting, measuring, matching, comparing, charting, moving in space, etc.	Choose an item.
Provides age appropriate daily opportunities for children to interact with the natural world e.g., takes children on nature walks, collects natural objects with the children, makes nature collages, encourages children to bring in nature materials to share with the class, provides natural objects within the environment such as plants, a class pet, collections of natural objects such as sea shells or rocks for children to examine with magnifying glasses, etc.	Choose an item.
Provides opportunities for children to raise questions about the world around them and to investigate their questions using developmentally appropriate, open ended, hands on experiences	
Responds to questions in ways that extend children’s thinking e.g., “That’s a good question; let’s see if we can find out.”	Choose an item.
Respects the ideas children come up with and allows them to act on them	Choose an item.
Helps children feel good about expressing their ideas and solving problems on their own	Choose an item.
Plans activities to engage children in problem solving and constructing their own knowledge	Choose an item.
Engages in collaborative inquiry with the children	Choose an item.
Provides opportunities for children to discuss, organize, compare and contrast thoughts, words, objects, and sensations and to solve problems	
Provides a wide variety of age appropriate math and science materials and activities that are accessible to children for the majority of the day and are rotated at least monthly e.g., children have opportunities to compare likenesses and differences, sort and classify, to make predictions, recognize shapes, develop seriation and sequencing skills, measure, etc.	Choose an item.
Helps children explore concepts such as space, time, shape, and quantity in meaningful ways through direct experiences	Choose an item.
Recognizes and plans for differences in children’s ability levels and individual learning styles and finds ways to work effectively with each child	
Explains cognitive development and the relationship of children’s earliest experiences to their individual differences	Choose an item.
Offers play/learning materials in each area that address varying skill levels	Choose an item.
Varies teaching strategies to correspond to multiple learning styles	Choose an item.
Adapts materials, equipment, environment, and caregiver interactions to meet specific children’s abilities and interests	Choose an item.
Understands the effect TV, video and/or computers can have on children’s cognitive development, considers this when pre-viewing and selecting such materials, and carefully monitors the amount of time each child uses them	
Uses technology/media appropriately to extend children’s learning	Choose an item.
Provides guidelines for the amount of time children may use the computer or other media materials and finds ways to assure that they are not overused by any one child	Choose an item.
Provides many desirable choices for children that do not want to watch TV	Choose an item.
Collects examples/observation records that document children’s cognitive development	
Understands typical cognitive development in children	Choose an item.
Uses observational data to plan for curriculum, identify a child’s strengths and identify areas of potential concern	Choose an item.
Knows what resources are available locally for children with concerns in the cognitive domain and can provide information to parents	Choose an item.
Incorporates Utah’s Pre-K Guidelines for Math and Approaches to Learning into curriculum plans (Only individuals working with pre-school age children)	Choose an item.

