

Early Childhood Program Standards Criticality Survey 2016

1. Personal Qualities and People Skills				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand.	0	2	20	2.91
Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability.	0	2	20	2.91
Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed.	1	6	14	2.62
Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace.	1	6	14	2.62
Demonstrate diversity awareness by working well with all customers and co-workers.	1	5	15	2.67
Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues.	2	5	14	2.57
Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative.	5	7	9	2.19
Answered				22
Skipped				0

2. Professional Knowledge and Skills				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions.	1	4	16	2.71
Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly.	1	7	13	2.57
Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks.	1	7	13	2.57
Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health.	0	8	13	2.62
Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace.	6	7	8	2.10
Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills.	2	13	6	2.19
Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion.	5	11	4	1.95
Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work.	3	8	10	2.33
Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks.	6	12	3	1.86
Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service.	0	3	18	2.86
Answered				21
Skipped				1

3. Technology Knowledge and Skills				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner.	6	9	6	2.00
Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively.	6	8	7	2.05
Demonstrate proper Internet use and security by using the Internet appropriately for work.	5	7	9	2.19
Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications.	6	10	5	1.95
Answered				21
Skipped				1

CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES				
Performance Standard 1.1: Postsecondary Options				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
1.1.1 Analyze career paths and opportunities for employment in early childhood education and related services.	7	14	0	1.67
1.1.2 Describe specific work environments, qualifications, salaries, and benefits that provide services to children and families at each level of the career ladder.	8	10	3	1.76
1.1.3 Explain the roles and functions of individuals engaged in early childhood education and services (early childhood education, special needs).	5	12	4	1.95
1.1.4 Describe trends that affect child-related careers.	9	8	3	1.70
Answered				21
Skipped				1

Performance Standard 1.2: Early Childhood Education Professions, Related Services and Programs

	Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
1.2.1	Explore career and technical student organizations associated with early childhood education (FCCLA).	11	8	2	1.57
1.2.2	Participate in student and/or professional organizations' functions.	8	11	2	1.71
1.2.3	Compare professional early childhood education organizations and programs (e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals higher education Institutions, IdahoSTARS).	12	6	3	1.57
Answered					21
Skipped					1

Performance Standard 1.3: Ethical Standards and Professional Guidelines

	Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
1.3.1	Maintain confidentiality and impartiality.	1	1	19	2.86
1.3.2	Integrate the NAEYC Code of Ethical Conduct into practice.	1	8	12	2.52
1.3.3	Analyze ethical dilemmas and determine appropriate courses of action.	3	6	12	2.43
1.3.4	Explain the purpose and importance of program accreditation and licensure.	4	9	8	2.19
Answered					21
Skipped					1

Performance Standard 1.4: Continuous, Collaborative Learning				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
1.4.1 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	1	9	11	2.48
1.4.2 Facilitate and participate on collaborative teams.	1	12	8	2.33
1.4.3 Foster effective relationships within collaborative teams.	2	11	8	2.29
1.4.4 Research initial and ongoing requirements for professional development.	4	12	5	2.05
1.4.5 Identify program types and indicators of quality early childhood programs (i.e. NAEYC checklist).	6	10	5	1.95
1.4.6 Identify a variety of agencies, organizations, and professionals available to young children.	5	12	4	1.95
Answered				21
Skipped				1

Performance Standard 1.5: Integrate Knowledge, Reflection, and Critical Analysis				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
1.5.1 Develop goals based on reflections of current practice with young children, families, and peers.	7	5	9	2.10
1.5.2 Create a portfolio/resource binder for use in preparation for future employment (similar to Child Development Associate [CDA] portfolio).	5	10	6	2.05
1.5.3 Develop awareness of anti-bias approach to working with diverse children and families.	5	4	10	2.26
Answered				21
Skipped				1

Performance Standard 1.6: Informed Advocacy for Children and the Profession				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
1.6.1 Examine the impact of early childhood education services on local, state, national economies.	8	8	5	1.86
1.6.2 Define advocacy and determine advocacy style.	9	8	4	1.76
1.6.3 Demonstrate understanding of Idaho Legislative process and impact on laws governing child care licensing and early education.	10	7	4	1.71
1.6.4 Advocate personal and professional position on legislation affecting young children.	11	5	5	1.71
1.6.5 Discuss the significance of the early years and the value of quality early childhood education programs for the community.	3	7	11	2.38
Answered				21
Skipped				1

CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING				
Performance Standard 2.1: Characteristics and Needs of Young Children				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
2.1.1 Explain developmental domains: cognitive, physical, language, social-emotional, and creative development.	1	4	16	2.71
2.1.2 Explain factors that impact children's ability to meet developmental milestones (e.g., prematurity, nutrition, prenatal care, maternal depression, child abuse and neglect, and mother's level of education).	0	6	15	2.71
2.1.3 Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, and Vygotsky) to meet children's individual needs in the group setting.	4	8	9	2.24
Answered				21
Skipped				1

Performance Standard 2.2: Multiple Influences on Development and Learning				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
2.2.1 Create experiences that address each child's needs, culture, temperament, environment, interests, and learning styles.	2	7	12	2.48
2.2.2 Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity.	3	2	16	2.62
2.2.3 Distinguish outside factors, including family dynamics, which may affect children's behavior, health, and welfare.	1	7	13	2.57
Answered				21
Skipped				1

Performance Standard 2.3: Healthy, Respectful, Supportive and Challenging Learning Environments				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
2.3.1 Differentiate developmental differences and unique characteristics of children.	1	6	14	2.62
2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control.	0	3	18	2.86
2.3.3 Plan experiences that address the needs of young children to promote growth and development within the developmental domains.	1	3	17	2.76
Answered				21
Skipped				1

CONTENT STANDARD 3.0: BUILDING FAMILY AND COMMUNITY RELATIONS				
Performance Standard 3.1: Family and Community Characteristics				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
3.1.1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences.	2	9	10	2.38
3.1.2 Implement practices which facilitate respect and acceptance of diverse families.	0	8	13	2.62
Answered				21
Skipped				1

Performance Standard 3.2: Support and Empower Families and Communities through Respectful, Reciprocal Relationships				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
3.2.1 Demonstrate how to build partnerships with families through frequent, effective communication about their child's experiences and development.	0	7	14	2.67
3.2.2 Identify opportunities for family support and participation.	2	12	7	2.24
3.2.3 Explore how families' attitudes influence children's abilities and interest in learning.	4	9	8	2.19
3.2.4 Encourage family members to play an active role in their child's education.	1	10	10	2.43
3.2.5 Utilize the community as a resource for children's learning and well-being (e.g., field trips and visitors).	4	10	7	2.14
Answered				21
Skipped				1

CONTENT STANDARD 4.0: OBSERVATION, DOCUMENTATION, AND ASSESSMENT				
Performance Standard 4.1: Evaluate the Goals, Benefits, and Uses of Assessment				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
4.1.1 Name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (e.g. Idaho Early Learning Guidelines, checklists, anecdotal notes, running records, participation charts).	1	9	11	2.48
4.1.2 Recognize that findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum.	0	8	13	2.62
4.1.3 Interpret child observation, documentation, and assessment data to ensure that children's developmental needs are met.	0	9	12	2.57
Answered				21
Skipped				1

CONTENT STANDARD 5.0: TEACHING AND LEARNING				
Performance Standard 5.1: Utilize Positive Relationships and Supportive Interactions as the Foundation for Working with Young Children				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
5.1.1 Develop supportive, responsive relationships among adults and children.	0	5	16	2.76
5.1.2 Create a supportive learning environment that promotes positive interaction and behaviors and minimizes risk of early childhood mental health issues.	0	3	18	2.86
5.1.3 Interact positively with children in ways that are responsive, consistent, encouraging, and nurturing.	0	2	19	2.90
			Answered	21
			Skipped	1

Performance Standard 5.2: Formulate Effective Approaches, Strategies, and Tools for Early Education				
Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
5.2.1 Engage in everyday conversations with children to promote their positive self-concept.	0	2	19	2.90
5.2.2 Use strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.	0	2	19	2.90
5.2.3 Assist children in separating from family and integrating into the classroom.	1	4	16	2.71
5.2.4 Monitor and support children's engagement in routines, activities, and social interactions.	0	5	16	2.76
5.2.5 Select various teaching approaches along a continuum from child-initiated exploration to adult-directed activities, including modeling, to meet the individual needs of children.	0	8	13	2.62
			Answered	21
			Skipped	1