

Child Growth and Development

Assessment Key/Rate Yourself:

Novice

1. Not yet aware
2. Developing an understanding
3. Beginning to apply

Intermediate

4. Frequently applies
5. Consistently applies

Master

6. Thorough knowledge, ability to modify, evaluate, and synthesize
7. Fosters growth, exercises leadership, and advocates

Criteria	Assessment							Comments
	Novice			Inter.		Master		
	1	2	3	4	5	6	7	
Describes how children develop at different rates and in various ways in order to plan and implement developmentally appropriate activities and programs for all children, including children with disabilities								
Applies theories of child development, both typical and atypical, and utilizes current research in learning situations (physical, cognitive, language, social, emotional and creative development) and in family, cultural and community contexts								
Identifies pre-, peri-, and postnatal factors that affect children's development and learning, such as individual capacities, temperament, child abuse, family, culture and community influences, and disabilities								
Structures experiences based on the needs and interests of individual children								
Utilizes knowledge regarding different types of disabilities and the implications for development and learning due to disabilities								
Understands the physical development and growth of children to create activities and routines that attend to the physical needs of children including movement, rest, play, fine and gross motor development, health, nutrition, and fitness								

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Understands the important role of play in child development and promotes this development by:								
Valuing various kinds of play (solitary, parallel, cooperative, fantasy, etc.) and providing ample opportunities with open-ended materials (water/sand, blocks, puppets)								
Encouraging play as a tool for developing thoughts, concepts and skills in communicating ideas and feelings								
Understanding that children process experiences in their lives through play								
Communicating the value of play to parents								
Demonstrating skills in teaching children how to gain access to play								
Managing and organizing play so that it remains safe and does not perpetuate divisiveness, prejudicial or other harmful behaviors								
Fosters social skill development through a learning climate and interactions that support children's growing abilities to become more socio-centric (being able to solve social problems, initiating and sustaining interactions, working collaboratively with others, planning, sharing, taking turns, negotiating differences, exhibiting tolerance and finding non-physical ways to resolve conflicts and making decisions)								

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Supports children’s emotional development by:								
Establishing relationships with children and families								
Responding to children’s interests and needs								
Respecting children’s needs for personal space								
Selecting materials and activities that are challenging, yet appropriate, and promote positive images of different races, genders, religions, cultures and abilities								
Supporting children who live in stressful or violent environments and connecting children and families to appropriate resources when needed								
Understands that young children are at a critical period for the acquisition and development of language skills, and promotes children’s language skills by:								
Supporting dialogue among children and between children and adults								
Modeling a variety of uses and means of oral and written language that teaches children how to organize and express their ideas, make requests, gain information and communicate with others								
Supporting children in developing and maintaining their home language								