

Name: Click or tap here to enter text. **Utah Core Competencies Self-Assessment/ Language & Literacy Development** Date: Click or tap to enter a date.

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

Verbally interacts with children	
Sing song or do finger plays with children	Choose an item.
Give positive verbal direction	Choose an item.
Understand crying is a form of communication and does not ignore children when they cry or speak	Choose an item.
Uses appropriate language in the work environment	
Use a pleasant tone of voice	Choose an item.
Do not use sarcasm with children	Choose an item.
Do not use words that may be offensive to others	Choose an item.
Comment on sounds that may be heard in the environment	Choose an item.
Allow the children to look at books	Choose an item.
Provide writing materials and paper for older children to use	
Allow children to use some type of writing paper and utensil of their choosing e.g., crayon, pencil, pen, colored pencil, etc.	Choose an item.
Allow children to talk with each other during meals and other times during the day	
Do not discourage or stop children from talking to each other during each activity and routine, except during rest time	Choose an item.
Do not punish children for talking to each other	Choose an item.
Demonstrate awareness that children sometimes make common grammatical mistakes when learning language	
Understand grammatical mistakes are part of typical language development	Choose an item.
Accept children’s grammatical mistakes without correction	Choose an item.
Demonstrate awareness that children benefit from exposure to print, pictures and symbols	
Notice children are able to identify logos and other types of symbols that have significance to them	Choose an item.

BEGINNING TO UNDERSTAND AND APPLY

Listen to and talks with children	
Speak on a language level the children can understand	Choose an item.
Exchange conversation with children	Choose an item.
Acknowledge infants’ coos or babbles and children’s comments, feelings, thoughts and ideas by listening, responding appropriately, and taking turns with the child	Choose an item.
Limit social conversations between caregivers so there is more time to converse with children	Choose an item.
Speak in a way that is understood by children	
Speak clearly	Choose an item.
Use words that are part of a child’s every day experiences	Choose an item.
Point out sounds to children or asks children questions about what they hear	Choose an item.
Provide books in the environment and reads to children	
Make books available to children daily and allows children opportunities to choose their own books and look at them independently	Choose an item.
Read to children at least once during the day	Choose an item.
Schedule some time for children to play together in small groups where they can carry on conversations	

Do not require children to sit in group times for long periods of time without opportunities to interact or talk to one another	Choose an item.
Provide at least two one hour time periods or more during the day when children can choose their activities and playmates (In a full day program)	Choose an item.
Demonstrate realistic expectations for children's understanding and use of speech	
Has completed training on children's typical language development	Choose an item.
Identify ways infants and children communicate both verbally and non-verbally	Choose an item.
When children make grammatical mistakes, I do not correct them, but instead repeat the words or phrase correctly	Choose an item.
Provide some environmental print	
Items belonging to children are labeled with their names	Choose an item.
Display some print, pictures and symbols within the environment	Choose an item.
Provide opportunities for children to see writing and use beginning writing skills	
Encourage children to write and provide age appropriate opportunities to experiment with writing as they show interest	Choose an item.
Validate children's attempts at writing and pre- writing scribbles	Choose an item.
Know that children who are English Language Learners or children with disabilities may need more assistance with development of language and develops strategies to communicate with them	
Learn key words from parents in the child's first language to better meet children's immediate needs	Choose an item.
Develop simple ways to communicate non- verbally with children who do not understand the language spoken in the classroom e.g., modeling, pictures, sign language, etc.	Choose an item.
Share children's communication/language achievements with parents	
This can be done in a number of ways e.g., talking with parents in informal conversations when they drop off or pick up their child, writing notes to the parent, in parent-teacher conferences, etc.	Choose an item.
Am aware of and have read Utah's Pre-K Guidelines regarding Language and Literacy Development (Only individuals working with pre-school age children)	Choose an item.

KNOWS, EXPLAIN AND USES BEST PRACTICES

Actively communicate with children and interacts in ways that promote the development of expressive language and thought	
Talk with children throughout the day, including during routines, transitions, large and small group activities, outside, and one on one conversations	Choose an item.
Get down on children's level to talk with them	Choose an item.
Play and interact with children, asking open-ended questions e.g., what, where, why, how, and what if questions	Choose an item.
Use descriptive words as opportunities arise during the day, talk about things children see, help children name things, describe actions for children, and help children connect word meanings to experiences and real objects	Choose an item.
Understand the caregiver's role as a language model for children and uses affectionate and playful tones, clear speech, and responsive conversation	
Speak in simple sentences of varying lengths	Choose an item.
Recognize, understand, and respect local speech patterns and idioms and can effectively communicate so the children can understand	Choose an item.
Model good listening and speaking behaviors e.g. does not interrupt others does not use baby talk with children, does not mimic or tease children when they speak incorrectly, etc.	Choose an item.
Recognize and practice conversational turn taking with children e.g., repeat the sounds babies and toddlers make in playful conversations, use words to describe a child's actions, and add words to what children are saying	Choose an item.
Use non-verbal cues to help children understand what is being communicated e.g., pictures, touch on shoulder, sign language, eye contact, etc.	Choose an item.
Provide activities that encourage children to develop listening and comprehension skills	
Play games with older children such as Simon Says or Mother May I, which require listening, and/or games with babies and toddlers such as Peek-a-Boo, This Little Piggy, etc.	Choose an item.

Provide listening opportunities for the children listening center for older children with variety of stories, songs, and books, provides opportunities for older children to listen and respond during stories, songs and games, provides noise making toys for infants and toddlers, sings, reads books, plays games, etc.	Choose an item.
Encourage children to take turns talking and listening	Choose an item.
Finds ways to ensure each child has an opportunity to talk and share their thoughts and ideas	Choose an item.
Provide an attractive, comfortable area with a wide variety of books for children to enjoy and reads out loud to children frequently	
Provide at least one protected, soft, cozy, and comfortable space for children	Choose an item.
Place books at the children's level in an organized manner and in a way that attracts their interest	Choose an item.
Maintain a wide selection of appropriate books about a variety of topics accessible to children for the majority of the day	Choose an item.
Read to children both at planned story times and spontaneously throughout the day, asks children questions about what is happening, re-reads favorite stories, and models a love of books	Choose an item.
There are many types of books available e.g., fiction, non-fiction, poetry, pictures, nursery rhymes, etc. and they are rotated on at least a monthly basis	Choose an item.
Give age appropriate books to non-mobile infants	Choose an item.
Provide blocks of time for uninterrupted play with a number of open ended play options that encourage the use of language and other forms of communication	
Arrange the schedule to allow children many opportunities to talk with each other each day	Choose an item.
Encourage and support children's verbal interactions with one another, sometimes providing help with peer communications	Choose an item.
Provide age appropriate materials that encourage the use of language or helps children engage in language concepts e.g., dramatic play props, puppets, three dimensional letters for exploration and sorting, use of a word wall, art materials e.g., letter play-dough molds, letter shaped sponges for painting, etc.	Choose an item.
Immerse children in a print-rich environment	
Label centers and materials with picture symbols and words	Choose an item.
Use print to describe routines, rules, and materials	Choose an item.
Much of the display such as posters, pictures, and bulletin boards include print	Choose an item.
Provide print in each learning center e.g., menus, phone books, receipts in dramatic play area, materials to make signs in the block area, materials in the art area that promote language, etc.	Choose an item.
Help children develop awareness of the relationship between spoken and printed words	
Model writing for children e.g., write down stories dictated by children, labels children's drawings (with children's permission), make lists, write down things they remember about recent experiences, point to words as they are read in a book, point to pictures for infants and toddlers, etc.	Choose an item.
Convey to children that print helps us acquire information e.g., read rules for a game out loud, reads a recipe out loud, point out symbols or words on a sign, read procedures for putting something together out loud, etc.	Choose an item.
Provide developmentally appropriate reading and writing materials and activities in the program and integrate them into activity/learning areas in a developmentally appropriate manner	
Understand stages of children's reading and writing development	Choose an item.
Expose children to plenty of rhythm, rhyme, and repetition in stories, songs, finger plays, poems, and nursery rhymes	Choose an item.
Reading and/or writing materials and activities are readily available in art, dramatic play, blocks, and other learning centers (for pre-school age children)	Choose an item.
Plan activities that help children develop phonemic awareness and alphabet knowledge as well as other concepts of literacy and pre-reading and writing skills e.g., print conveys a story, print is read from top to bottom and left to right, books have sequences such as a beginning, middle, and end, etc.	Choose an item.

Encourage children's writing through a variety of methods e.g., provide a writing center stocked with a variety of materials, tools and mediums for writing, provide journal writing opportunities, children sign themselves in each day, children may write notes to each other, thank you notes or invitations, includes writing experiences as part of the daily routine, provides models of writing, provides materials for toddlers to scribble, etc.	Choose an item.
Use concrete experiences and play to enhance and extend children's language development and early literacy e.g., songs, stories, books, and games-including those from the children's cultures	
Use age appropriate techniques to support language and literacy such as reading, singing, talking, labeling, and words and picture recognition	Choose an item.
Plan and implements language experiences and activities	Choose an item.
Promote literacy-related play activities that encourage children's attempts at writing and storytelling	Choose an item.
Incorporate Utah Pre-K Guidelines on language and literacy into program and curriculum planning (Only individuals working with pre-school age children)	Choose an item.
Develop strategies to communicate with and support second language learners and children with special needs	
Slow down the rate of singing and speaking for children with language delays and for English Language Learners (could make a recording of favorite songs, finger plays and stories at a slower speed)	Choose an item.
Value and encourage children in the development of their home language e.g., label some things in the environment in the child's home language, supplies books and plays music in the languages of the children in the group	Choose an item.
If possible, ask a child or another staff member to translate or speak to the child in their home language	Choose an item.
Explain actions and use gestures as an activity happens and use language directly connected to the objects or the action	Choose an item.
Recognize and respond to the general warning signs of hearing problems or communication/language delays and disorders for children of various ages	
Understand typical language development of children	Choose an item.
Write down observational data to support any concerns	Choose an item.
Know what resources are available locally for speech and hearing assessment and intervention and can provide information to parents	Choose an item.
Explain what steps to take if there is a concern, know who to appropriately talk to about concerns, and never makes a diagnosis	Choose an item.