

Name: Click or tap here to enter text.

Utah Core Competencies Self-Assessment/Physical 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

Allows for some physical activity daily	
Children have opportunity for at least 30 minutes per day for physical activity (includes outdoor play)	Choose an item.
Provide safe, adequate space for infants and toddlers to practice physical skills	Choose an item.
Infants are not left in stationary equipment for long periods of time and are given opportunities for floor time to develop physical skills	Choose an item.
Is available to and supervises closely when children engage in large motor play indoors or outdoors	
Is present in the outdoor area when children are there and walks around to ensure safe use of the equipment	Choose an item.
Can see, hear, or easily reach children at all times	Choose an item.
During large motor play activities, focuses attention on children and does not socialize with other caregivers, complete paperwork or personal tasks	Choose an item.
If large motor activities are set up indoors, they are set up in a safe manner and proper planning is used to allow for an adult to monitor play	Choose an item.
Recognize that children need to practice fine and large motor skills	
Verbally explain what fine and large motor skills are	Choose an item.
Recognize that some children require more physical activity than others	
Verbally explain the differences in children’s need for physical activity	Choose an item.
Demonstrate awareness that children learn best when given opportunities to use all of their senses	
Explain how children use their senses to learn about an object	Choose an item.
Allow children to attempt some self-help skills on their own	
All children are encouraged or allowed to complete some self-help skills each day e.g., younger children: using a spoon at meal time, taking off own shoes at rest time, etc.; older children: putting on own coat or other clothing, washing hands with as little assistance as possible, putting away materials, etc.	Choose an item.

BEGINNING TO UNDERSTAND AND APPLY

Provide space and equipment for formal and informal large and fine motor activities, indoors and out	
An outdoor play area is available and there is some equipment to help children build physical skills (portable or stationary)	Choose an item.
Provide designated space for fine motor activities indoors	Choose an item.
Supervise, support, and participate with children during active play experiences	
Is vigilant in supervision of children during active play	Choose an item.
Encourage and assist children in practicing and mastering large motor skills	Choose an item.
Actively participate in children’s activities and plays large motor games with the children	Choose an item.
Provide activity options to accommodate children who require more physical activity	
Provide appropriate activities indoors for children who require more physical activity e.g. bean bag throw, play dough table, music area, etc.	Choose an item.
Redirect more active children to appropriate physical activities when needed	Choose an item.
Introduce sensory experiences to children and discuss different smells, sights, sounds, tastes and textures with them	
Provide a sensory experience at least once a week for children	Choose an item.
When interacting with children talk about things they see, smell, taste, sound and feel	Choose an item.
Give children many opportunities to practice physical skills to gain confidence and competence	
Allow at least one hour of active play each day, split into two separate time periods with at least 30 minutes outdoors, weather permitting (during times of poor air quality, children should not go outside)	Choose an item.
Practice physical skills with children during transition times	Choose an item.

Give frequent opportunities for children to choose activities that refine fine motor skills	Choose an item.
Am aware of and have read Utah's Pre-K Guidelines on Physical Development (Only individuals working with pre-school age children)	Choose an item.

KNOWS, EXPLAIN AND USES BEST PRACTICES

Plan and provide a variety of activities, equipment, and experiences that promote physical development, indoors and out	
A variety of fine motor activities are available daily, at the children's level e.g., puzzles, manipulatives, art materials and sets of small building toys	Choose an item.
Support physical development by providing many opportunities for children to practice age appropriate large motor skills, if they choose	Choose an item.
Provide sufficient materials to engage all children in motor development during free play or planned large motor activities e.g., balls, hula hoops, jump ropes, climbing equipment, throwing and catching items, wheel toys, etc.	Choose an item.
Some fine and large motor materials are rotated on at least a monthly basis	Choose an item.
Observe children's current physical abilities and plans developmentally appropriate activities to help them develop new skills	
Record informal anecdotal, checklists and other observation data concerning each child's current physical skills, evaluates and plans activities to support individual growth	Choose an item.
Adapt activities based on observation data to meet specific physical needs of individual children	Choose an item.
Identify children that require more physical activity and assist them in finding appropriate activities to meet their needs	
Consider specific children's needs when planning routines, schedules and activities	Choose an item.
Assist active children in finding an appropriate physical activity when needed	Choose an item.
Understand and implement frequent opportunities for movement and physical exercise as a way to reduce or prevent many of children's health and behavioral issues	Choose an item.
Provide a wide variety of experiences to help children develop their senses and creates opportunities for sensory play	
Provide activities daily for children to explore textures and differences and similarities in how things look, sound, smell, taste and feel	Choose an item.
Throughout the day point out environmental sounds, smells, tastes etc. when talking with children	Choose an item.
Provide activities for children to develop their senses e.g., listening for specific sounds in a story or tape, looking for objects in the environment that are a specific color, identifying smells with their eyes closed...	Choose an item.
Use naturally occurring opportunities to encourage the development of independence in personal care, hygiene, and other self-help skills such as:	
Assist children in learning to care for themselves when toileting	Choose an item.
Encourage children to put on own shoes or coat, empty shoes of sand, or dress themselves	Choose an item.
Place tissues and garbage cans in several locations within the room and teaches children proper etiquette for sneezing, etc.	Choose an item.
During hand washing routines use songs and other means to help children wash for appropriate amounts of time and complete needed steps	Choose an item.
Provide foods that can be handled easily by children, and utensils and cups at meal times that are easy for them to use	Choose an item.
Provide activities that develop dexterity and control needed to use everyday objects	
Supply clothing in the dress up area that has buttons, zippers, snaps etc.	Choose an item.
Equip math area with pegboards, lacing cards, geoboards, etc.	Choose an item.
Play games or provide materials that develop pincer control e.g., Don't Eat Pete, Ants in My Pants, Hi Ho Cherry O, squeezable objects such as clothespins, tweezers, eye droppers, etc.	Choose an item.
Provide play objects that require pushing buttons, dialing, opening and closing, etc.	Choose an item.
Incorporate Utah Pre-K Guidelines on physical development into classroom and curriculum planning (Only individuals working with pre-school age children)	
Have a copy of Utah Pre-K Guidelines and is familiar with them	Choose an item.
Use some suggested strategies from the guidelines when planning physical activities for pre-school children	Choose an item.
Provide opportunities and encourages children to play noncompetitive group games and plays with them	Choose an item.
Communicate to children and their parents the importance of outdoor play and physical activity for healthy growth and development	

Talk to children about the importance of outdoor and physical activity during group times, routines, and while playing	Choose an item.
Includes activities that teach about physical activity for healthy growth and development	Choose an item.
Discuss the importance of outdoor play and physical activity for all age groups with parents, send home articles or suggestions for activities to do at home with their children for different age groups	Choose an item.
Adapts physical activities for children with special needs	
Use adaptive materials and equipment for children with special needs	Choose an item.
Adapt the environment to be usable for children with special needs i.e.: arranges space to accommodate walkers/wheelchairs, etc.	Choose an item.
Make materials accessible for children with special needs.	Choose an item.