

**COMPETENCY SKILL AREA:
PLANNING LEARNING EXPERIENCIES/CURRICULUM**

**Self-Assessment
Nebraska Core Competencies for Early Childhood Professionals
Skill Area: Planning Learning Experiences
Focus Area: Mathematical Thinking**

Scale for Evaluating Skill

0= Never/Rarely uses this skill

1=Occasionally uses this skill

2=Regularly uses this skill

Skill Area: Planning Learning Experiences	0	1	2
Focus Area: Mathematical Thinking			
Level 1			
1.1 Encourages children to ask questions and actively listens to their responses.			
1.2 Offers a variety of counting activities, number puzzles and books that encourage mathematical thinking.			
1.3 Provides blocks of various shapes and sizes to encourage children to make associations and comparisons.			
1.4 Provides activities that connect new learning to past experiences and events that expand learning.			
Level 2			
2.1 Asks children relevant open-ended questions that stimulate thinking.			
2.2 Encourages indoor and outdoor play experiences that promote mathematical thinking.			
2.3 Provides a variety of materials within the daily routine for sorting and counting.			
2.4 Allows children time to construct their own mathematical understanding.			
Level 3			
3.1 Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.			
3.2 Encourages math exploration to expand children's interests.			
3.3 Engages children in activities that support mathematical thinking such as: counting, sorting, measuring, matching, comparing, charting, and moving in space.			

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3.4 Incorporates mathematical language in daily experiences. For example: bigger than, more than, over, under, before, after, yesterday, today, and tomorrow.			
3.5 Encourages children to begin to predict what comes next in pattern, order and sequencing of events.			
Level 4			
4.1 Plans and implements age appropriate learning opportunities to support mathematical development in response to children's interests.			
4.2 Revisits mathematical activities with children so they may reflect and build upon previous learning to develop and refine thinking.			
4.3 Provides a variety of appropriate materials so children can explore properties related to mathematical concepts such as space, time, shape, and quantity in meaningful ways.			
4.4 Designs mathematic learning opportunities reflective of the cultures in the community.			
Level 5			
5.1 Observes and documents children's mathematical concepts/skills in play based experiences.			
5.2 Uses a variety of methods and strategies that appeal to a variety of learning styles that encourage active involvement of all children.			
5.3 Plans, implements, evaluates, and modifies curriculum to encourage children o construct mathematical knowledge and problem solving skills.			
5.4 Uses on-going assessment of children to adapt and modify mathematical thinking activities to meet the needs of individual children.			
Level 6			
6.1 Communicates to others the process for developing curriculum that promotes mathematical thinking skills in children.			
6.2 Articulates the process of how to design and adapt the curriculum to address children's mathematical thinking skills.			

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6.3 Communicates the link between mathematical thinking skills and children’s development and learning outcomes.			
6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children’s mathematical thinking skills.			
6.5 Creates a classroom community that fosters mathematical thinking skills in the home or in the classroom.			

Self-Reflection Questions

a. If the skill is rarely used is it because the skill isn’t needed in your early childhood setting?
 _____ Yes _____ No Explain

b. If the skill is rarely used is it because you need to know more about the skill?
 _____ Yes _____ No Explain

Is there someone you know who could help you better understand this skill? Who would that be?