



Connecticut Office of  
Early Childhood



## Connecticut Core Knowledge and Competency Framework for Professionals Working with Young Children and Their Families



## **October 2016**

*Special thanks to:* Peg Oliveira, an independent consultant who facilitated many conversations and authored numerous drafts of this Framework; the 2012 Workforce Workgroup of the Early Childhood Cabinet for initial funding to support large stakeholder meetings and subcommittee work; Alison Lutton, independent consultant; and Linda Warren, President of Early Childhood Associates, for insightful comments on earlier drafts.

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I am pleased to introduce the **Connecticut Core Knowledge and Competency Framework for Professionals Working with Young Children and Their Families (CT CKCs)**. The CT CKCs serve as the foundational knowledge and skills for the early childhood workforce, no matter where interactions with children and families occur.

*Core Knowledge and Competency Frameworks refer to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. They provide a foundation for professional learning decisions, professional development design, and quality improvement efforts.<sup>1</sup>*

The CT CKCs were developed based on the recommendations outlined in the *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* authored by the Institute of Medicine and National Research Council of the National Academies (2015). The Connecticut Office of Early Childhood (OEC) is excited to present this work as a valuable resource across disciplines and settings to build professional learning opportunities and quality improvement. You will notice two parts to the document: a “shared core” that represents knowledge and skills evident in roles such as teachers and caregivers, home visitors, health and mental health consultants, and interventionists such as birth to three providers; and a unique core that represents additional knowledge and skills for teachers and caregivers in any setting.

Levels 1 and 2 of the CT CKCs are considered the shared core to promote a unified basic understanding across early childhood roles about:

- How children develop and learn;
- The importance of nurturing stable and engaging relationships;
- Understanding environmental factors that positively or negatively impact development, such as toxic stress and trauma;
- Supporting healthy environments;
- Understanding how observation and assessment work together to help identify child and family needs that inform a meaningful and relevant plan for child and family success;
- Promoting positive social and emotional behaviors; and
- Serving as a professional and advocate for all young children and their families.

Connecticut’s vision is that all who assist young children and families, no matter the setting, will be confident and competent individuals able to support each child’s growth and development in partnership with families as well as resource and referral networks.

A handwritten signature in black ink, reading "Myra Jones-Taylor".

**Myra Jones-Taylor, Ph.D.**

Commissioner, Connecticut Office of Early Childhood

<sup>1</sup>LeMoine, S., NAEYC 2008. *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*.





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*Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and responsive to their individual progress.*

IOM/NRC, 2015

## THE CONNECTICUT CORE KNOWLEDGE AND COMPETENCY FRAMEWORK FOR PROFESSIONALS WORKING WITH YOUNG CHILDREN AND THEIR FAMILIES

Those closest to children and families are critically important to holistically support each and every child, birth to age five, and their families. The research is clear that young children thrive when supported by nurturing adults who are intentional about engaging the whole child. Research about the developing brain and the importance of supportive environments and interactions that impact brain development is relevant to the entire early childhood workforce, regardless of role. Therefore, in consideration of the Institute of Medicine and the National Research Council recommendations regarding shared competencies, Connecticut created a shared set of core knowledge and competencies as foundational for interdisciplinary professional development and pre-service education. While the scope of this Framework is inclusive of children birth to age five, we recognize the overlap with public school systems that serve young children within the age band considered early childhood, which is through age eight. The core knowledge and competencies outlined in this Framework intersect, not in entirety, with the core knowledge and certification requirements for personnel serving young children in the public school system.

***The Connecticut Core Knowledge and Competency Framework for Professionals Working with Young Children and Their Families*** includes perspectives from Education, Special Education and Early Intervention, Health, Mental Health, and Social Service disciplines to address the early childhood workforce that works most closely with children ages birth to five and their families. The roles addressed in this document include teachers in any variety of settings, home visitors, interventionists, and mental health professionals as appropriate. This “shared core” provides a set of competencies from a multidisciplinary lens that will be used as a foundation to construct or adopt role-specific competencies beyond those addressed in the shared core. Levels 1 and 2 in the Domains and Indicators section identify the shared core across roles, and Levels 3 and 4 identify the unique knowledge and competencies that build upon the shared core for the role of teacher and/or caregiver in any setting. Figure 1 depicts how the concept of a shared core is the foundation for building unique sets of competency frameworks for various early childhood roles.



**Integrated Early Childhood Professional Development System:**

*A comprehensive system of preparation and ongoing development and support for all early childhood professionals working with and on behalf of young children. An integrated system crosses sectors serving early childhood education professionals working in direct and non-direct service roles.*

NAEYC Workforce Designs

**What Foundational Competencies are Shared Across Early Childhood Roles and What Competencies are Unique in Any Given Role?**

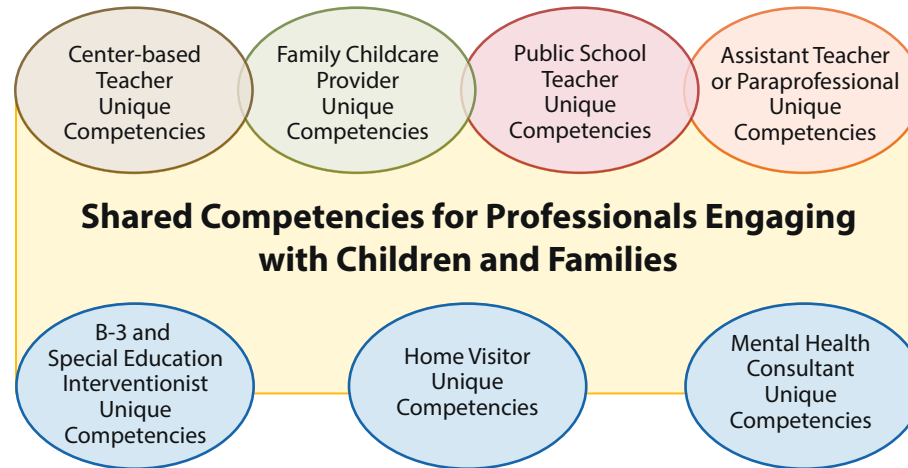


Figure 1

**What are Core Knowledge and Competency Frameworks?**

- Core knowledge and competencies refer to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. They provide a foundation for professional development design (including instructional practices) and other quality improvement efforts. LeMoine, S., NAEYC 2008. *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems.*

**Why Have Shared Core Knowledge and Competencies?**

- To create a common language across disciplines and roles.
- To create a common thread of professional development expectations for competency growth.
- To better serve children and families in reaching their goals, as “the more we know, the better they grow.”  
Connecticut Office of Early Childhood (OEC)
- To develop interdisciplinary training and support aligned articulation across higher education institutions, professional development entities, and public policy work across agencies.





**Connecticut’s Core Knowledge and Competencies Will Be Used To:**

- Inform practice.
- Guide professional development design to keep current with emerging practice across disciplines and roles.
- Inform policy regarding workforce development.
- Provide a common language in contracting and planning for professional development.
- Provide guidance in settings where professional development goals are developed.
- Provide the Office of Early Childhood and other agencies with language to collaborate with higher education institutions and professional development designers around shared workforce goals.
- Support higher education institutions to assess their current planned programs of study using the CKCs to address articulation across institutions.
- Assist the OEC Early Childhood Professional Registry in organizing data on training offered and individual learning recordkeeping.
- Build upon evidence-based models.





## CORE BELIEFS

The following Core Beliefs were adapted from other states' work, such as New York<sup>1</sup>, and reviewed by Connecticut stakeholders to form the foundation of the seven competency Domains in this Framework:

- Children are born ready to learn.
- The family is where children gain their first experiences in life and is the most prominent and continuing influence in a child's life.
- All children and their families, regardless of their racial or ethnic origins, value systems, faiths, abilities, customs, languages, and compositions, must be equally respected and deserving of the opportunity to succeed.
- Families and children have the right to access support systems that foster their growth and development.
- Every human being is unique, with diverse modes of learning and expression as well as experiences, interests, and strengths.
- Children are worthy of the same respect as adults.
- Children's needs for shelter and for physical, intellectual, emotional, and social nourishment must be met for them to grow, develop, and reach their fullest potential.
- Children are social beings who need to be engaged in meaningful relationships.
- Children develop the capacity to reach their optimal development when they are in secure, trusting relationships with adults that provide safe, nurturing environments.
- Children learn through play, both simple and complex. Teaching and learning are dynamic, integrated, and reciprocal processes.



- Children learn through self-directed play as well as meaningful, intentionally planned experiences, in a typical sequence of awareness, exploration, inquiry, and application.
- Social and emotional learning are critical to every child's ability to self-regulate, to identify their own feelings, to cultivate flexibility in thinking, and to interact successfully with others.
- Children construct knowledge based on their curiosity and are driven by their interests as well as through interactions with adults and other children.
- Children learn best when exposed to and engaged in high-quality environments, interactions, and relationships.
- Children learn best through everyday activities with nurturing people in familiar contexts and when the adults in their life work in partnership with one another.

<sup>1</sup>NYC Early Childhood Professional Development Institute 2012.  
*New York Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators.*  
Available from <http://www.earlychildhood.org/pdfs/CoreBody.pdf>





## GUIDING PRINCIPLES OF PRACTICE

- Build productive and reciprocal **partnerships with children, families, and communities**, recognizing that children are best understood in the context of their family, culture, and society.
- Support **child development and learning** by understanding that children develop at individual rates, but in a predictable sequence, and applying this knowledge in practice.
- Maintain a **safe, healthy, and nurturing environment** for children.
- Support **essential dispositions** that foster competent learners as outlined in the *Connecticut Early Learning and Development Standards* for children ages birth to five.
- Build a **meaningful planned program** to advance all areas of each child's development, including social, emotional, intellectual, communication, and physical competence.
- Use developmentally appropriate techniques to **facilitate effective learning**.
- Systematically **observe, document, and assess** children's behavior and development to inform planning for individual experiences, as well as to recognize and meet individual needs.
- Make a commitment to **professionalism and advocacy** by maintaining an open mind to inclusion while engaging in ongoing development of skills, and working collaboratively with others to improve the quality of early care and education services for all children and families.

## DOCUMENT ORGANIZATION

This Framework is organized by Domains that mirror, with some modifications, the National Association for the Education of Young Children (NAEYC) Standards and Guidelines for Professional Development and the Council for Exceptional Children (CEC) Initial Educator Preparation Standards for Early Childhood Specialists. These Domains were intentionally included for the shared core as well as the teacher/caregiver unique competencies so that pre-service and in-service entities could utilize this Framework in alignment with their approval systems and consider how interdisciplinary modifications could be made to their existing work. Domains, Subdomains and Categories are listed below. The Indicators are represented later in the Framework.

### 1. Promoting Child Development and Learning

#### A. Child Development

1. General Knowledge of Domains, Stages, and Milestones
2. Fostering Healthy Relationships

#### B. Influences on Development

1. Environmental Influences
2. Risk Factors Impacting Children
3. Meeting Individual Needs

### 2. Using Developmentally Effective Approaches for Facilitating Experiences

#### A. Fostering Competent Learners

1. Essential Dispositions
2. Interactions and Experiences

#### B. Facilitating Learning

1. Intersect of Content and Implementation
2. Use of Diverse Approaches
3. Individual Ways of Knowing and Learning



**DOCUMENT ORGANIZATION** *(continued)***3. Building a Meaningful Planned Program of Learning and Development****A. Using Content Knowledge to Build a Meaningful Planned Program**

1. Building a Planned Program
2. Language Development and Communication
3. Domains of Learning

**B. Contextual Factors in Building a Meaningful Planned Program**

1. Developmentally Appropriate Environment
2. Interactions with Materials
3. Daily Routines and Support
4. Families and Communities

**4. Observing, Documenting, and Assessing****A. Screening and Assessment to Promote Positive Outcomes for All Children**

1. Early Childhood Screening and Assessment
2. Conducting Appropriate Screening and Assessment
3. Observing and Documenting to Inform Planned Program

**B. Communicating Screening and Assessment Results and Engaging Families and Others in the Process**

1. Engaging Families
2. Professional Partnerships

**5. Building Family and Community Relationships****A. Creating Respectful and Trusting Relationships with Families**

1. Family Systems
2. Communication
3. Maintaining Professional Relationships

**DOCUMENT ORGANIZATION** *(continued)*

**B. Engaging Families in Their Child’s Development and Learning**

1. Family Engagement Opportunities
2. Special Education and Health Needs

**C. Utilizing Community Resources to Support Families**

1. Connecting Families with Resources and Services

**6. Promoting Health, Safety, and Wellness**

**A. Regulations, Best Practice Standards, and Safety Procedures**

1. State, Federal, and National Standards and Practices
2. Emergency Preparedness
3. Healthy, Nurturing Environment to Promote Development
4. Children’s Health Needs
5. Mental Health
6. Nutrition

**7. Practicing Professionalism and Advocacy**

**A. Foundations in Early Childhood Profession**

1. Identifying Self as a Professional
2. Commitment to Continued Professional Development
3. Ethical Standards and Professional Guidelines
4. Advocating for Children, Families, and the Profession

**B. Valuing Diversity**

1. Diversity and Cultural Competence



## 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

**Knowledge of child growth and development is critical to every role in the early childhood workforce. Early childhood professionals should understand how to foster young children’s learning and development and help parent(s) to support growth and development. Working in partnership with families to tailor experiences that nurture individual differences supports children to reach their full potential.**

### Key Concepts

Professionals working with young children and families:

- Acknowledge and understand that positive relationships and supportive environments are the core of promoting healthy development.
- Understand what to expect regarding children’s range of abilities in order to plan appropriate sequences of action, adjust strategies, and pose manageable tasks and challenges to extend learning.
- Recognize that while all children are born ready to learn, development in each Domain impacts and is impacted by learning and growth in other Domains.
- Understand key developmental milestones and that development is progressive yet individualized.
- Recognize the influence of culture and family context on the developing child.
- Acknowledge the impact of risk factors on development.
- Are familiar with various theoretical frameworks addressing child development, and are able to use this information to provide appropriate and meaningful experiences for all children, and to provide support for families to address development.
- Use their understanding of young children’s characteristics and needs to create nurturing learning environments and help others to also create environments that are respectful, supportive yet challenging, and aesthetically pleasing for each child.
- Consider each child’s individuality in terms of personality, developmental level, temperament, learning styles, and ability levels.
- Understand how executive function and self-regulation are critical to healthy development.



## 2. USING DEVELOPMENTALLY EFFECTIVE APPROACHES FOR FACILITATING EXPERIENCES

**The use of developmentally effective strategies and tools to promote development and learning is based on an understanding of child development and that positive relationships and interactions are the foundation of practice. This competency area focuses on the practitioner's role in designing interactions and experiences.**

### Key Concepts

Professionals working with young children and families:

- Recognize that the act of facilitating development and learning is complex and will vary depending on children's ages, characteristics, and the settings within which facilitating experiences occur.
- Are familiar with a wide array of approaches, program or curriculum models, facilitation/instructional strategies, and tools.
- Have a firm understanding of content appropriate for the role (Example: child development, mental health, family systems, academic content such as math, science, language development, etc.).
- Understand that children construct knowledge through hands-on, engaging experiences.
- Understand the goals, benefits, and limitations of equipment, materials, and daily routines.
- Demonstrate the ability to develop positive, nurturing, and respectful relationships that meet the needs of children with varying abilities.
- Support play as the primary strategy for development and learning.

### 3. BUILDING A MEANINGFUL PLANNED PROGRAM OF LEARNING AND DEVELOPMENT

**Early childhood practitioners must have a firm understanding of relationship-based practice, child development, and appropriate resources, in order to build a meaningful planned program that outlines goals and objectives for children and families that support continuous growth.**

#### **Key Concepts**

Professionals working with young children and families:

- Know and understand the essential concepts, inquiry tools, and structure of their discipline.
- Are familiar with state and national standards that guide their discipline.
- Use their knowledge to design, implement, and evaluate a planned program that promotes positive development and learning for every young child, individually and in groups where appropriate.
- Use a planning process that responds to the strengths, interests, challenges, and cultural context of the children and families they work with.
- Are able to identify resources to deepen their understanding of content as needed.
- In partnership with families, use knowledge and resources to build a meaningful and appropriately challenging plan that achieves comprehensive developmental and learning outcomes for every young child, and as appropriate, a plan for families.
- Understand language development and communication strategies.
- Utilize the environment and materials to promote growth and learning.
- Recognize that ongoing assessment informs modifications to the plan.

#### 4. OBSERVING, DOCUMENTING, AND ASSESSING

**Assessment is the systematic collection of information and the continuous analysis of growth and development. This competency area covers the knowledge and skills to conduct responsible, ethical, and effective observation, screening, and assessment of young children, including but not limited to individual variations, developmental needs, and the identification of special needs.**

##### Key Concepts

Professionals working with young children and families:

- Understand the goals, uses, benefits, and limitations of various assessment approaches.
- Know the difference between developmental screening and assessment.
- Recognize that regular and ongoing use of appropriate screening and/or assessment is central to the practice of early childhood professionals.
- Are familiar with the need to use multiple forms of assessment, including child observation in an authentic environment.
- Use valid and reliable tools for the purposes for which they are intended.
- Understand that observation and assessment must take place continually over time.
- Actively engage families in the assessment process to use information families provide to deepen the practitioner's understanding of context, skill, and needs.
- Use assessment methods and tools that are current and congruent with what is known about developmentally appropriate and culturally responsive practice.
- Use assessment information for planning and providing experiences to support each and every child's growth and development.

## 5. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

**Children live in the context of families and communities. Professionals must respect this and consider all family structures and cultures. This competency encompasses the knowledge, skills, and dispositions required to value and respond appropriately to all aspects of family diversity – such as race, ethnicity, socioeconomic status, culture, family composition, religion, age, ability, and home language.**

### Key Concepts

Professionals working with young children and families:

- Understand the complex characteristics of children’s families and the communities in which they live.
- Respectfully communicate with families in a variety of ways to develop relationships.
- Understand that reciprocal relationships between family, practitioner, and community supports should empower families.
- Seek out information and encourage involvement from families in order to mutually support and build meaningful planned programs and individualized experiences.
- Use research-based knowledge of family relationships and parenthood to support their planning of experiences for children.
- Engage families in the assessment process.
- Develop mutual goals.
- Support families through special education referrals, if necessary, and connect families with community supports for family needs, such as parent education, mental health services, etc.

## 6. PROMOTING HEALTH, SAFETY, AND WELLNESS

**Foundational to all practice is assuring the health, safety, and wellness of young children. Central to this competency is the belief that children’s health is not simply surviving, but thriving. It is more than the absence of illness or injury; it encompasses promoting safety, nutrition, wellness, fitness, as well as physical, emotional, and social well-being.**

### Key Concepts

Professionals working with young children and families:

- Know current state and federal regulations and research related to children’s safety and health.
- Understand how to handle emergencies to ensure safety while working with children and families.
- Understand that child and family health, nutrition, fitness, and physical and emotional health interact in ways that affect overall child and family well-being.
- Promote sound health, dental, nutritional, and emotional practices of young children and their families by modeling these characteristics and connecting families to culturally appropriate community health resources.
- Understand how mental health connects to overall health and well-being.
- Understand the effects of trauma.

## 7. PRACTICING PROFESSIONALISM AND ADVOCACY

**Professionals should identify and conduct themselves as members of the early childhood profession. Professionals value the diversity of lifestyles, languages, beliefs, and cultural backgrounds that can be found in all aspects of our society, and advocate for policies that are free of bias and responsive to the varied needs of children and families.**

### Key Concepts

Professionals working with young children and families:

- Understand the complex services that constitute and shape the early childhood profession by engaging in activities that cross disciplines.
- Know and use ethical guidelines of their discipline and related disciplines.
- Are committed to continuous, collaborative learning about their discipline and related disciplines.
- Are aware of larger public and private systems that shape the quality of services available to children and families.
- Value feedback, reflective input, and critical perspectives on their work.
- Are committed to continuous, collaborative learning about their discipline, and to lifelong personal and professional growth.
- Are informed advocates for sound practices and policies that support child growth and development.
- Are cognizant of the relationship-based and intimate nature of working with diverse families, and engage in reflective practices, including reflective supervision.



### CONCEPTUAL FRAMEWORK FOR DEVELOPING THE CORE KNOWLEDGE AND COMPETENCIES INDICATOR LEVELS

Two theoretical structures, *Bloom's Taxonomy Revised* and *Webb's Depth of Knowledge*, were reviewed as considerations for indicator level development. Each Framework suggests that individuals develop depth and breadth in their thinking as they increase their understanding when supported with materials, concepts, and processes that support application and creation of new ideas or constructs.

Inherent in each of the seven Domains of the CT CKCs is the assumption that adults must have content knowledge about their discipline, be able to integrate that knowledge within the contexts in which they work, apply their understanding of content in a culturally responsive and inclusive manner, and maintain self-awareness about their thinking processes. The indicator levels in the shared core (Levels 1 and 2) describe the common intersect of knowledge, understanding, and emerging practice across early childhood roles described earlier. Levels 3 and 4 represent the specific role of teacher/caregiver and build upon Levels 1 and 2.





## CONCEPTUAL FRAMEWORK FOR DEVELOPING THE CORE KNOWLEDGE AND COMPETENCIES INDICATOR LEVELS *(continued)*

### How Connecticut’s Shared Core Knowledge and Competencies Were Developed

This work is a product of thoughtful coproduction by many individuals that represent a variety of agencies, child care settings, funding sectors, and roles, bringing a multidisciplinary lens of social service, education, intervention, mental health, and health to the process. The original draft of this document began in 2012, using the federal criteria outlined in the *Race to the Top Early Learning Challenge* proposal. At that time, partners engaged across disciplines, settings, sectors, and roles to share perspectives on the development of a Framework for the role of teachers working with children in all types of settings.

In 2015, the Framework has transformed to keep pace with the evolving landscape of early childhood policy and practice in Connecticut. First, government oversight for early childhood in Connecticut shifted from the State Department of Education to a new agency with a more expansive scope, the Office of Early Childhood. Additionally, the Institute of Medicine report on *Transforming the Early Childhood Workforce* was published, further informing the work of Connecticut’s CKC plans. Finally, Connecticut’s goals for reconstructing a professional development system in the context of an emerging quality improvement system continue to take form.

In response, this CT CKC Framework is designed to take on the challenge of creating a shared core that addresses each role described earlier and to outline the unique set of competencies for the role of teacher/ caregiver. Future work on supporting documents to accompany this Framework, as well as the addition of a Technical Assistance Provider core knowledge Framework, is underway and will be available as additions to this Framework.



A graphic on the left side of the slide features two hands, one larger and one smaller, overlapping each other. They are rendered in a dark purple color against a lighter purple circular background. The hands are positioned as if they are holding or supporting each other.

# **DOMAINS AND INDICATORS**



## DOMAINS AND INDICATORS

The Domains and Indicators outlined in this Framework were mostly selected from other states and national standards documents. Many individuals across the state representing various early childhood roles and settings reviewed other state documents and national standards to select and modify content that represents what Connecticut views as a shared core across roles and a unique core for teachers and caregivers.

Each section can be removed for individual use, and the relevant alignments to other states and national documents are also organized by domain for stand-alone use. There are references for each indicator that was selected or modified. The following states' documents were fundamental in this work, and the listing of national documents also anchored the content to represent a cross-disciplinary lens.

### States

**California** – California Early Childhood Educator Competencies

**Maine** – Maine Core Knowledge Areas and Practitioner Competencies

**Massachusetts** – Core Competencies for Early Education and Care and Out-of-School Time Educators

**Nebraska** – Nebraska's Early Childhood Integrated Skills and Competencies for Professionals

**New Hampshire** – Infant and Toddler Workforce Specialized Competencies

**New York** – Core Body of Knowledge: New York State's Competencies for Early Childhood Educators

**Rhode Island** – Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators

**Vermont** – Core Competencies for Early Childhood Professionals



**National and State Resources**

**CEC** – Council for Exceptional Children. *Source: Initial Special Educator Preparation Standards, Early Childhood Specialist Set*

**CT AIMH** – Connecticut Association for Infant Mental Health. *Source: Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health®* (Copyright 2002, 2011 MI-AIMH)

**CT ELDS** – Connecticut Early Learning and Development Standards and supporting documents

**CSEFEL** – Center on Social and Emotional Foundations for Early Learning. *Source: Inventory of Practices for Promoting Social Emotional Competence*

**DEC** – Division of Early Childhood. *Source: Recommended Practices in Early Intervention/Early Childhood Special Education*

**HS/EHS RBC** – *Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families*

**I-ECMH** – *Infant/Early Childhood Mental Health Consultation Competencies*

**InTASC** – Interstate Teacher Assessment and Support Consortium. *Source: Model Core Teacher Standards*

**NAEYC** – National Association for the Education of Young Children. *Sources: Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8. Advancing the Early Childhood Profession: NAEYC Standards and Guidelines for Professional Development*

**NASW** – National Association of Social Workers. *Source: NASW Standards for Social Work Practice in Child Welfare*

**SS H&S** – *Stepping Stones to Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*



# 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Category: 1.A.1. General Knowledge of Domains, Stages, and Milestones

Category: 1.A.2. Fostering Healthy Relationships

Category: 1.B.1. Environmental Influences

Category: 1.B.2. Risk Factors Impacting Children

Category: 1.B.3. Meeting Individual Needs

## CATEGORY: 1.A.1. GENERAL KNOWLEDGE OF DOMAINS, STAGES, AND MILESTONES

## Shared Core competencies across early childhood roles.

SC LEVEL 1	SC LEVEL 2
<ul style="list-style-type: none"> <li>a. Knows and recognizes the major developmental milestones of children birth to age five (RI) (NAEYC).</li> <li>b. Understands that children’s development includes several interrelated domains – physical, cognitive/ language, social, and emotional – that influence each other and develop simultaneously (RI) (NAEYC) (CT ELDS).</li> <li>c. Knows and understands how children develop self-regulation and acquire coping skills (NY) (CSEFEL) (CT ELDS).</li> <li>d. Understands that each child’s development typically proceeds in a predictable and recognizable sequence (RI) (CT ELDS) with variations due to distinct personality, inherited traits, and unique temperament, allowing children to develop at their own pace (NAEYC) (SS H&amp;S).</li> <li>e. Recognizes that development is influenced by biology, individual characteristics, family, community, and culture (CA).</li> <li>f. Understands current research regarding the importance of early experiences on the development of the brain (NAEYC).</li> </ul>	<ul style="list-style-type: none"> <li>a. Uses knowledge of major milestones of child development and supports individualized growth and development (I-ECMH) (NAT H&amp;S) (CT ELDS).</li> <li>b. Applies knowledge of child development in order to provide developmentally appropriate and engaging experiences and interactions (NAEYC).</li> <li>c. Uses knowledge of influencing factors on development to address differing needs (I-ECMH) (CEC).</li> </ul>

**SC = Shared Core**

The Shared Core represents common competencies across roles such as Home Visitors, Teachers, Assistant Teachers, and Interventionists (such as Birth to Three providers, mental health professionals, etc.).

**Levels**

Levels build upon one another. Levels 1 & 2 are always SC; Levels 3 & 4 are unique to roles and build upon Levels 1 & 2.

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use strategies that promote learning (InTASC 1d).
- b. Understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learner’s strengths and needs (InTASC 1e) (CT ELDS).
- c. Understands the importance of the development of self-regulation (gain control of bodily functions, manage strong emotions, maintain focus), social relationships, communication, representational thinking (an object can represent something), and executive function abilities (working memory, self-control, mental flexibility) for school readiness (I-ECMH) (Center on the Developing Child – Harvard University).

**What could this look like in practice?**

- Incorporates effective accommodations and adaptations for children with special needs in order to ensure their inclusion.
- Creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance their learning (InTASC 1b).

TC LEVEL 4

- a. Adapts current research and knowledge about various theories of child development, including brain development, motor development, cognitive processes and language development, early learning, temperament, attachment theory, emotional intelligence, self-regulation, self-development and executive functioning, peer relations, modes of play and exploration, and common types of exceptional development of young children from birth to five years (NAEYC 1a).
- b. Modifies own practice in relationship to current theory and research on child growth and development.
- c. Actively engages appropriate early childhood specialists to form a team of supports needed to address individual child’s needs.

**What could this look like in practice?**

- Engages in reflective activities such as journaling, peer-to-peer conversations about practice, keeping up with current readings, seeking out advice and coaching, etc.
- Builds a relationship with community practitioners (public school special education, mental health entities, etc.).

**TC = Teacher and Caregiver**

Competencies based on NAEYC initial professional preparation standards and some CEC/DEC practices. Use the NAEYC full document for the foundation of Levels 3 & 4.

Practice examples are a sample of many possible examples.

## CATEGORY: 1.A.2. FOSTERING HEALTHY RELATIONSHIPS

## Shared Core competencies across early childhood roles.

## SC LEVEL 1

- a. Understands the importance of healthy attachment and resiliency of young children to their development and relationships (RI) (CTAIMH-E, Level I) (NAEYC) (VT) (NE) (CSEFEL) (CT ELDS).
- b. Understands that parents and those working with children and their families bring equal value to the relationship (HS/EHS RBC).
- c. Acknowledges diverse family structures, home language, and cultural differences in child-rearing practices and beliefs (NH) (CT ELDS).
- d. Demonstrates communication skills that create a safe and welcoming environment for children and families (NAEYC).
- e. Recognizes emotional states and the variety of ways children express them.

## SC LEVEL 2

- a. Uses knowledge of healthy attachment theory to support children's personal connections with adults and peers (VT) (CSEFEL).
- b. Uses knowledge of social and emotional development to foster secure attachments (NAEYC) (CSEFEL).
- c. Nurtures trusting relationships that support the parent(s) and young child in their relationships with each other (CTAIMH-E, Level 1) (NAEYC) (CSEFEL).
- d. Interprets how each child's family structure, individual/special needs, and ethnic and cultural values impact healthy attachment (CT AIMH, Level 1).
- e. Uses the child's first language (e.g., selected vocabulary or phrases) to facilitate interaction and model the value of the language for children and parents, and other adults (CT ELDS).



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (NAEYC 1c).
- b. Uses positive relationships and supportive interactions as the foundation for their work with young children and families (NAEYC 4) (CSEFEL).

**What could this look like in practice?**

- Environmental evidence of positive images (children’s own work, family-friendly language and space, etc.) that message a supportive and respectful feeling.
- Intentionally decides whether or not to intervene during peer-to-peer or child-to-family interactions.

TC LEVEL 4

- a. Promotes parent/caregiver competence in:
  - Facing challenges
  - Resolving crises and reducing the likelihood of future crises
  - Solving problems of basic needs and familial conflict(CTAIMH-E, Level 1)

**What could this look like in practice?**

- Able to convey supportive messages that address issues and facilitate problem-solving.
- Models strategies that support desired behaviors.

## CATEGORY: 1.B.1. ENVIRONMENTAL INFLUENCES

Shared Core competencies across early childhood roles.

## SC LEVEL 1

- a. Recognizes that there are environmental influences that affect the development and learning of children in both positive and negative ways (RI) (NAEYC 1) (CEC).
- b. Understands that an engaging environment encourages autonomy and exploration, and respects children's diverse ways of learning (NY) (CT ELDS).

## SC LEVEL 2

- a. Creates, or supports the creation of, environments for young children that support children's positive and healthy development, respect their culture and the culture of others, and challenge children to gain new knowledge and skills (CT ELDS).
- b. Adapts, or suggests adaptations to, the environment and activities to allow those with special needs to engage in healthy mind and body experiences (CT ELDS).



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Knows and understands the multiple influences on early development and learning (NAEYC 1b) to appropriately plan for groups and individual children.
- b. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environment to promote each child’s access to and participation in learning experiences (DEC E3).

**What could this look like in practice?**

- The physical and emotional environments are safe and healthy in order to promote physical and psychological health, safety, and a sense of security (NAEYC 1).
- Able to model and affirm anti-bias perspectives on development and learning (NAEYC 1).

TC LEVEL 4

- a. Provides a stimulus-rich indoor and outdoor environment that utilizes materials, media, and adaptive and assistive technology, responsive to individual differences (CEC S2.5).
- b. Modifies practice in light of current theory and research related to children’s development.

**What could this look like in practice?**

- Environments are constructed that provide achievable and stretching experiences for all children (NAEYC 1).

## CATEGORY: 1.B.2. RISK FACTORS IMPACTING CHILDREN

Shared Core competencies across early childhood roles.

## SC LEVEL 1

- a. Recognizes that children's growth and development can be impacted by short- and long-term risk factors (I-ECMH).
- b. Is aware of appropriate resources and colleagues to best address varied risk factors.
- c. Understands that stress and trauma have an impact on a child's development, resilience, and behavior (MA) (CT ELDS).

## SC LEVEL 2

- a. Applies knowledge of risk factors and decides when a consultant is needed to promote optimal healthy child development (NE).
- b. Recognizes symptoms of trauma and collaborates with appropriate professionals to address needs (NE) (NASW).
- c. Differentiates supports, resources, and/or activities for infants, very young children, and families with multiple, complex risk factors to help ensure healthy outcomes and the optimal development of the child in all domains (physical, social/emotional, cognitive/ language) (CTAIMH-E, Level 1) (NE).

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Knows and understands the multiple influences on early development and learning (NAEYC 1b) in order to support resiliency and lessen the impact of potential risk factors in children’s lives (CSEFEL).
- b. Assesses appropriateness of resources and services to address risk factors impacting children, and partners with families to make appropriate referrals where needed (NASW 9) (CSEFEL) (CEC 4.3) (HS/EHS RBC).

**What could this look like in practice?**

- Plans for children reflect various strategies and environmental accommodations that address the unique needs of each child.
- Participates or initiates collaborative conversations about individual child needs with families in order to address additional resource possibilities.

TC LEVEL 4

- a. Modifies practice in light of current theory and research related to risk factors that impact children’s development.

**What could this look like in practice?**

- Changes in written plans and adult behaviors over time show reflection on practice and own learning that addresses the unique needs of children.

## CATEGORY: 1.B.3. MEETING INDIVIDUAL NEEDS

## Shared Core competencies across early childhood roles.

## SC LEVEL 1

- a. Knows laws and policies that ensure equitable practices for individuals with special needs (CT AIMH, Level 1) NAEYC 1).
- b. Knows where to access resource and referral sources, and is part of a collaborative team of colleagues with varied specialized knowledge, practice, and resources to best assist families with special needs.
- c. Respects all children and families, and supports full inclusion and participation within daily experiences (CT ELDS).

## SC LEVEL 2

- a. Applies laws and policies that ensure equitable practices for individuals with special needs (CT AIMH, Level 1).
- b. Identifies resources to assist families with varied risk factors including special needs, and engages in an interdisciplinary team of colleagues that each bring specialized knowledge, practice, and resources to best assist families with special needs (CEC S7.2) (NASW 5) (DEC TC1) (NAEYC 1).



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Participates in the development of Individual Education Plans (IEP) and/or Individual Family Service Plans (IFSP) specifying developmental and/or instructional goals and objectives (CEC 7.2) (NAEYC 1) (CT ELDS).
- b. Provides multiple opportunities for children with diverse learning needs to interact with peers (CSEFEL) (CT ELDS).
- c. Knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition (InTASC 2i) (CT ELDS).

**What could this look like in practice?**

- Shows the ability to vary strategies for children appropriate to their needs within an authentic environment with peers. *Resource: OEC 2016. Supporting all Children Using the CT Early Learning and Development Standards: Dual Language Learners.*

TC LEVEL 4

- a. Advocates for policies that ensure equitable practice for individuals with special needs (CEC 6.5).
- b. Knows how to access information about the values of diverse cultures and communities, and how to incorporate learners' experiences, cultures, and community resources into instruction (InTASC 2k).

**What could this look like in practice?**

- Engages in advocacy efforts, serves on committees, and assists with policy development on behalf of children with special needs. *Resource: OEC 2016. Supporting all Children Using the CT Early Learning and Development Standards: Meeting the Needs of Diverse Learners.*

EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

1. Promoting Child Development and Learning

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>1.A.1.SC 1</b>												
a.	X										RI	
b.	X										RI	X
c.						X	X				NY	
d.	X									1.4.1.1	RI	X
e.												
f.	X											
<b>1.A.1.SC 2</b>												
a.							X			1.3.3.1		X
b.	X											
c.		1.1					X					
<b>1.A.1.TC 3</b>												
a.				1d								
b.				1e								X
c.							X					
<b>1.A.1.TC 4</b>												
a.	1a											
b.												
c.												
<b>1.A.2.SC 1</b>												
a.	X				L1	X					RI, VT, NE	X
b.								X				
c.											NH	X
d.	X											
e.												
<b>1.A.2.SC 2</b>												
a.						X					VT	
b.	X					X						
c.	X				L1	X						
d.					L1							
e.												X



## EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

### SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

# 1. Promoting Child Development and Learning

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>1.A.2.TC 3</b>												
a.	1c											
b.	4					X						
<b>1.A.2.TC 4</b>												
a.					L1							
<b>1.B.1.SC 1</b>												
a.	1	1.1									RI	
b.											NY	X
<b>1.B.1.SC 2</b>												
a.												X
b.												X
<b>1.B.1.TC 3</b>												
a.	1b											
b.			E3									
<b>1.B.1.TC 4</b>												
a.		S2.5										
b.												
<b>1.B.2.SC 1</b>												
a.							X					
b.												
c.						X					MA	X
<b>1.B.2.SC 2</b>												
a.											NE	
b.									2		NE	
c.					L1						NE	
<b>1.B.2.TC 3</b>												
a.	1b					X						
b.		4.3				X		X	9			
<b>1.B.2.TC 4</b>												
a.												

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

1. Promoting Child Development and Learning

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>1.B.3.SC 1</b>												
a.	1				L1							
b.												
c.												X
<b>1.B.3.SC 2</b>												
a.					L1							
b.	1	S7.2	TC1						5			
<b>1.B.3.TC 3</b>												
a.	1	S7.2										X
b.						X						X
c.				2i								X
<b>1.B.3.TC 4</b>												
a.		6.5										
b.				2k								

**NAEYC** – National Association for the Education of Young Children, Washington, DC

Source: Copple, C. & Bredekamp, S. Eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8*.

Source: Lutton, A., Editor (2012). *Advancing the Early Childhood Profession: NAEYC Standards and Guidelines for Professional Development*.

**CEC** – Council for Exceptional Children

Source: *CEC Initial Special Educator Preparation Standards, Early Childhood Specialist Set*. (2012).

**DEC** – Division of Early Childhood of the Council for Exceptional Children

Source: *Recommended Practices in Early Intervention/Early Childhood Special Education*. (2014).

**InTASC** – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Chief State School Officers

Source: *Model Core Teaching Standards: A Resource for State Dialogue*. (2011).

**CT AIMH** – Connecticut Association for Infant Mental Health

Source: *Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health*®. (Copyright 2002, 2011 MI-AIMH).

## EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

### SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

# 1. Promoting Child Development and Learning

**CSEFEL** – Center on Social and Emotional Foundations for Early Learning, Vanderbilt University

*Source: Inventory of Practices for Promoting Social Emotional Competence.*

**I-ECMH** – *Infant/Early Childhood Mental Health Consultation Competencies*

*Source: Georgetown University Center for Child and Human Development, Center for Early Childhood Mental Health Consultation.*

**HS/EHS RBC** – *Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families*

*Source: National Center on Parent, Family, and Community Engagement.*

**NASW** – National Association of Social Workers. *Source: NASW Standards for Social Work Practice in Child Welfare.* (2013).

**SS H&S** – *Stepping Stones to Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition.* (2013)

*Source: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.*

**STATES** – State Core Competency Documents were reviewed and text was either borrowed or paraphrased from states. A concerted effort was made to look at northeast states for potential regional alignment: Maine, Massachusetts, Nebraska, New Hampshire, New York, Rhode Island, and Vermont.

**CT ELDS** – Connecticut Early Learning and Development Standards. (2014). *Supporting All Children Using the CT Early Learning and Development Standards.* (2016).

*Source: Connecticut Office of Early Childhood (OEC).*



## **2. USING DEVELOPMENTALLY EFFECTIVE APPROACHES FOR FACILITATING EXPERIENCES**

**Category: 2.A.1. Essential Dispositions**

**Category: 2.A.2. Interactions and Experiences**

**Category: 2.B.1. Intersect of Content and Implementation**

**Category: 2.B.2. Use of Diverse Approaches**

**Category: 2.B.3. Individual Ways of Knowing and Learning**

CATEGORY: 2.A.1. ESSENTIAL DISPOSITIONS

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands strategies for positive child behavior supports (CT ELDS) (CSEFEL).
- b. Recognizes children’s need to adapt to new situations (CT ELDS).
- c. Understands how children develop thinking skills (CT ELDS).



SC LEVEL 2

- a. Uses appropriate strategies to support positive behavior (NAEYC 4) (CSEFEL).
- b. Fosters the ability to adapt to new situations (NAEYC 4) (CSEFEL).
- c. Uses a framework to plan engaging experiences that foster critical thinking (NAEYC 4) (CSEFEL).
- d. Fosters problem-solving and creative-thinking skills through available environment and communication strategies (NAEYC 4) (CSEFEL).
- e. Encourages positive interactions with the environment and with others (peers, family, and children) to support collaborative learning (NAEYC 4) (CSEFEL).

**SC = Shared Core**

The Shared Core represents common competencies across roles such as Home Visitors, Teachers, Assistant Teachers, and Interventionists (such as Birth to Three providers, mental health professionals, etc.).

**Levels**

Levels build upon one another. Levels 1 & 2 are always SC; Levels 3 & 4 are unique to roles and build upon Levels 1 & 2.

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Understands positive relationships and supportive interactions as the foundation of their work with children (NAEYC 4a) (CSEFEL).
- b. Analyzes children’s specific needs and tailors his/her strategy to help children develop creative thinking and problem-solving (CT ELDS).
- c. Engages children in situations/experiences where reflection is required.

**What could this look like in practice?**

- Displays warm, nurturing interactions with each child, communicating genuine liking for and interest in young children’s activities and characteristics (NAEYC 4).
- Engaging conversations, thought-provoking questions, provision of materials, and spontaneous activities are part of a teacher/caregiver skill set (NAEYC 4).

TC LEVEL 4

- a. Continuously researches and applies innovative approaches to expand own repertoire of instructional approaches.

**What could this look like in practice?**

- Reflective, responsive, and intentional practice is a habit (NAEYC 4).

**TC = Teacher and Caregiver**

Competencies based on NAEYC initial professional preparation standards and some CEC/DEC practices. Use the NAEYC full document for the foundation of Levels 3 & 4.

Practice examples are a sample of many possible examples.

## CATEGORY: 2.A.2. INTERACTIONS AND EXPERIENCES

Shared Core competencies across early childhood roles.

## SC LEVEL 1

- a. Recognizes that respectful and supportive interactions among children, families, and practitioner promote positive relationships (NAEYC) (HS/EHS RBC) (CSEFEL).
- b. Recognizes that children’s communication attempts include verbal and nonverbal cues.
- c. Understands the importance of developing trusting relationships with children so they feel safe, secure, and valued (CT AIMH, Level 1) (CSEFEL).
- d. Understands that positive relationships with children and families are a foundation for healthy development and learning (NAEYC) (CSEFEL).
- e. Understands that learning is facilitated through adult-child interactions.

## SC LEVEL 2

- a. Establishes individual relationships with each child through one-on-one interactions, individualized observations, and conversations with family members (HS/EHS RBC) (CSEFEL).
- b. Responds or encourages adults to respond to children’s initiations and requests, including the nonverbal cues.
- c. Demonstrates and facilitates developmentally appropriate interactions between and among children and adults.
- d. Promotes positive, pro-social relationships and healthy attachments (VT) (CSEFEL).
- e. Can assist in the resolution of interpersonal and social conflicts (VT) (CSEFEL).



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Models positive relationships and respectful and supportive interactions among children and families (NAEYC) (CSEFEL).
- b. Encourages children to develop independence by providing physical and emotional security and opportunities for children to master new skills, experience success, and safely take risks (VT) (CSEFEL).

**What could this look like in practice?**

- Communicates with children and families respectfully and listens intently.
- Positions self within the environment with proximity to children so they have access, yet far enough away that they feel independent.
- Encourages children to try new experiences on their own.

TC LEVEL 4

- a. Mentors with others, positive relationships and respectful and supportive interactions among children, families, teachers, and other professionals (NAEYC) (CSEFEL).
- b. Analyzes own relationships and interactions with children, families, and teachers, and implements strategies to continuously improve relationships (NAEYC) (CSEFEL).

**What could this look like in practice?**

- Shares effective strategies with others with the ability to explain the foundations of the practice and relationship to child development.

## CATEGORY: 2.B.1. INTERSECT OF CONTENT AND IMPLEMENTATION

Shared Core competencies across early childhood roles.

## SC LEVEL 1

- a. Understands the purpose of the Connecticut Early Learning Development Standards and/or other early learning standards (CT ELDS).
- b. Understands the importance of incorporating family, culture, home language, and community factors when planning experiences (NAEYC) (CEC).
- c. Understands the impact of risk factors and its effect on children's learning and development (CSEFEL).

## SC LEVEL 2

- a. Able to articulate to colleagues and families the process of planned program implementation, including: observation, documentation, assessment, interpretation, designing experiences, and strategies for facilitation.
- b. Designs experiences with consideration of individual needs, developmental and learning standards, family context, culture and community factors, and home language (DEC INS2).
- c. Uses learning standards and objectives to guide ongoing facilitation, observation, and assessments of children's development (NAEYC).

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Embeds instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities (DEC INS5).
- b. Understands content areas (language and literacy, mathematics, science, social studies, the arts, health and physical education, and technology) to support children’s excitement about learning and to foster growth in each content area (CT ELDS).

**What could this look like in practice?**

- Engaging conversations, provisions of materials, and spontaneous activities (NAEYC 4).
- *Resource:* OEC 2016. *Supporting all Children Using the CT Early Learning and Development Standards: A Guide to Domains and Strands and Building Meaningful Curriculum.*

TC LEVEL 4

- a. Uses a continuum of intervention strategies to support access of young children in the general curriculum and daily routines (CEC S5.6).
- b. Applies information from related fields, such as health, mental health, etc. to develop a holistic approach to facilitating experiences (RI).
- c. Understands how to use digital and interactive technologies for supporting specific learning goals (InTASC 5I).

**What could this look like in practice?**

- Utilizes various resources to holistically inform practice.
- Selects digital and interactive technologies with knowledge of their purpose and chooses to match abilities with intent to assess the impact of the selection on learning goals.

## CATEGORY: 2.B.2. USE OF DIVERSE APPROACHES

Shared Core competencies across early childhood roles.

## SC LEVEL 1

- a. Recognizes that play-based experiences are foundational to fostering learning in all domains (NAEYC) (NE).
- b. Recognizes that developmentally appropriate practice should meet the needs of each and every child.
- c. Knows a variety of facilitation approaches (NAEYC 4).

## SC LEVEL 2

- a. Designs or carries out play-based experiences that are based on children's natural curiosity in order to deepen their knowledge and sustain active engagement with materials and ideas (CT ELDS) (NY).
- b. Utilizes engaging and thought-provoking conversations with children and families to facilitate learning (NAEYC 4).
- c. Selects various approaches (individual, peer-to-peer, small group, adult guided, child initiated, large group, etc.) with the intent to meet the needs of the child and is able to model or suggest such approaches with families (CSEFEL).



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Uses a broad repertoire of developmentally appropriate teaching/learning approaches (NAEYC 4c).
- b. Implements developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction (CEC S5.9).

**What could this look like in practice?**

- Utilizes multiple resources, especially information from the family, to inform and develop a variety of strategies.

TC LEVEL 4

- a. Makes adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds (CEC S5.13).
- b. Understands critical thinking processes and knows how to help learners develop high-level questioning skills to promote their independent learning (InTASC 5m).

**What could this look like in practice?**

- Gathers and uses data to inform decisions about individualized instruction (DEC INS3).

## CATEGORY: 2.B.3. INDIVIDUAL WAYS OF KNOWING AND LEARNING

## Shared Core competencies across early childhood roles.

## SC LEVEL 1

- a. Shows genuine interest in children's experiences, ideas, and work, and focuses experiences on children's interests (NY) (NAEYC).
- b. Recognizes and responds to children's needs and interests including verbal and nonverbal cues (NAEYC) (CSEFEL).
- c. Recognizes that children need time to grasp concepts or practice skills and learn in many ways (CT ELDS).
- d. Values that each child has unique characteristics including progression of their developmental levels, learning styles, temperament, and interests (NAEYC) (CT ELDS).
- e. Understands that children's learning can be impacted by short- and long-term risk factors such as poverty, illness, changes in family structure, their own motivation, trauma, interest level, etc. (CSEFEL).

## SC LEVEL 2

- a. Provides opportunities and experiences to support multiple ways children learn (NAEYC) (CT ELDS).
- b. Responds consistently to individual needs (NAEYC).
- c. Uses responses to questions as a means to reinforce or expand upon concepts.
- d. Anticipates emerging skills and plans experiences to build and extend knowledge and skills over time.
- e. Pays close attention to the level of support necessary, without overestimating, and acknowledges even small amounts of progress (CT ELDS).



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. With the family, identifies each child’s strengths, preferences, and interests to engage children in active learning (DEC INS1).
- b. Involves families and communities in their children’s development and learning (NAEYC 2c).

**What could this look like in practice?**

- Demonstrates a variety of communication strategies to foster relationships with families, especially informal conversations (NAEYC).

TC LEVEL 4

- a. Collaborates with a multidisciplinary team and participates as appropriate in the development of Individual Family Service Plans (IFSP) and Individual Education Plans (IEP) that incorporate effective practices and focus on families’ priorities and concerns, as well as children’s development and interests (CEC 7).
- b. Understands the relationship between motivation and engagement, and knows how to design learning experiences using strategies that build learner self-direction and ownership for learning (InTASC 3i).

**What could this look like in practice?**

- Participates in team meetings and contributes information gathered through systematic observation and documentation.

# EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

## SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

### 2. Using Developmentally Effective Approaches For Facilitating Experiences

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>2.A.1.SC 1</b>												
a.						X						X
b.												X
c.												X
<b>2.A.1.SC 2</b>												
a.	4					X						
b.	4					X						
c.	4					X						
d.	4					X						
e.	4					X						
<b>2.A.1.TC 3</b>												
a.	4a					X						
b.												X
c.												
<b>2.A.1.TC 4</b>												
a.												
<b>2.A.2.SC 1</b>												
a.	X					X		1				
b.												
c.					1	X						
d.	X					X						
e.												
<b>2.A.2.SC 2</b>												
a.						X		4				
b.												
c.												
d.						X					VT	
e.						X					VT	
<b>2.A.2.TC 3</b>												
a.	X					X						
b.						X					VT	



# EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

## SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

### 2. Using Developmentally Effective Approaches For Facilitating Experiences

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>2.A.2.TC 4</b>												
a.	X					X						
b.	X					X						
<b>2.B.1.SC 1</b>												
a.												X
b.	X	1.1										
c.						X						
<b>2.B.1.SC 2</b>												
a.												
b.			INS2									
c.	X											
<b>2.B.1.TC 3</b>												
a.			INS5									
b.												X
<b>2.B.1.TC 4</b>												
a.		S5.6										
b.											RI	
c.				5I								
<b>2.B.2.SC 1</b>												
a.	X										NE	
b.												
c.	4											
<b>2.B.2.SC 2</b>												
a.											NY	X
b.	4											
c.						X						
<b>2.B.2.TC 3</b>												
a.	4c											
b.		S5.9										
<b>2.B.2.TC 4</b>												
a.		S5.13										
b.				5m								

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

2. Using Developmentally Effective Approaches For Facilitating Experiences

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
2.B.3.SC 1												
a.	X										NY	
b.	X					X						
c.												X
d.	X											X
e.						X						
2.B.3.SC 2												
a.	X											X
b.	X											
c.												
d.												
e.												X
2.B.3.TC 3												
a.			INS1									
b.	2c											
2.B.3.TC 4												
a.		7										
b.				3i								

**NAEYC** – National Association for the Education of Young Children, Washington, DC

Source: Copple, C. & Bredekamp, S. Eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8*.

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Source: *Model Core Teaching Standards: A Resource for State Dialogue*. (2011).

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Source: *Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health*®. (Copyright 2002, 2011 MI-AIMH).

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Source: Connecticut Office of Early Childhood (OEC).



## **3. BUILDING A MEANINGFUL PLANNED PROGRAM OF LEARNING AND DEVELOPMENT**

**Category: 3.A.1. Building a Planned Program**

**Category: 3.A.2. Language Development and Communication**

**Category: 3.A.3. Domains of Learning**

**Category: 3.B.1. Developmentally Appropriate Environment**

**Category: 3.B.2. Interactions with Materials**

**Category: 3.B.3. Daily Routines and Support**

**Category: 3.B.4. Families and Communities**

CATEGORY: 3.A.1 BUILDING A PLANNED PROGRAM

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Knows the domains of child development and the essential content relevant to the early childhood role in which the individual is engaged.
- b. Understands the components of building a quality planned program as appropriate for the role and setting (CT ELDS).
- c. Understands that resources (books, website resources, and commercially prepared curricula or models) vary in quality, and that high-quality resources reflect the knowledge and principles of early childhood development and learning.
- d. Understands the importance of engaging families in the process of building meaningful plans (HS/EHS RBC) (CSEFEL).

SC LEVEL 2

- a. Plans program for and/or with children and families that reflects basic knowledge and skills in the essential content relevant to specific roles.
- b. Integrates best practice resources to supplement content knowledge (NAEYC).
- c. Can explain how learning standards/goals are used as part of building a planned program that meets individual needs (NAEYC) (CT ELDS).

**SC = Shared Core**

The Shared Core represents common competencies across roles such as Home Visitors, Teachers, Assistant Teachers, and Interventionists (such as Birth to Three providers, mental health professionals, etc.).

**Levels**

Levels build upon one another. Levels 1 & 2 are always SC; Levels 3 & 4 are unique to roles and build upon Levels 1 & 2.



## SUBDOMAIN | 3.A. USING CONTENT KNOWLEDGE TO BUILD A MEANINGFUL PLANNED PROGRAM

CATEGORY: 3.A.1 BUILDING A PLANNED PROGRAM

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

### TC LEVEL 3

- a. Understands content knowledge and resources in academic disciplines (NAEYC 5a).
- b. Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b) and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for all children, including those with exceptionalities (CEC 3.1).
- c. Understands and uses the *CT Supporting All Children Using the CT ELDS: Building Meaningful Curriculum* guidance document.

#### What could this look like in practice?

- Plans and environment reflect concepts of knowledge across disciplines (CT ELDS); for example:
  - Children will understand the attributes and relative properties of objects (a.k.a. measurement and data). Children will apply scientific practices (cause and effect, observing, data collection, hypothesizing).

### TC LEVEL 4

- a. Uses their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child (NAEYC 5c).
- b. Builds and analyzes curriculum through the lens of family, culture, and community factors, and children's interests and abilities.

#### What could this look like in practice?

- Routinely partners with families to develop a trusting relationship, sharing ideas to gain a deeper understanding of the family and culture, and uses this understanding to build meaningful and relevant experiences for all children.

### TC = Teacher and Caregiver

Competencies based on NAEYC initial professional preparation standards and some CEC/DEC practices. Use the NAEYC full document for the foundation of Levels 3 & 4.

Practice examples are a sample of many possible examples.

CATEGORY: 3.A.2. LANGUAGE DEVELOPMENT AND COMMUNICATION

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Knows how language and communication skills develop sequentially and are informed by children’s experiences (RI).
- b. Understands that Dual Language Learners must have opportunities to progress in their home language as they are learning English (RI) (CT ELDS).
- c. Recognizes that a rich vocabulary provides a strong foundation for later literacy.
- d. Communicates in ways that respect family culture by acknowledging special words, names, routines, etc. (NH) (NY).

SC LEVEL 2

- a. Engages in meaningful contextual and intentional experiences designed to enhance language development and communication (RI) (NY).
- b. Ensures that Dual Language Learners have opportunities to progress in their home language as they are learning English (RI) (CT ELDS).
- c. Engages in meaningful and extended conversation with individual children and families as appropriate and routinely.
- d. Provides linguistically and culturally appropriate materials.
- e. Models communication by using culturally appropriate phrases in the family’s first language and intently listens to children’s expressive language.



## SUBDOMAIN | 3.A. USING CONTENT KNOWLEDGE TO BUILD A MEANINGFUL PLANNED PROGRAM

CATEGORY: 3.A.2. LANGUAGE DEVELOPMENT AND COMMUNICATION

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Works with children and their families, using community resources as needed, to maintain the child's home language.
- b. Understands the basic components of language (phonology, receptive vocabulary, oral or expressive language, pragmatics, and syntax) and the impact of dual language learning on the development of these components (*CT Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners*).
- c. Uses their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child (NAEYC 5c).

### What could this look like in practice?

- Establishes responsive and accepting relationships to help each child feel confident to listen and talk in either their home language or English (CT ELDS DLL Guidance).
- Extends children's language by repeating what they say and adding another word or concept (CT ELDS DLL Guidance).

TC LEVEL 4

- a. Adapts and uses differentiated strategies to help children progress through the stages of second language acquisition.

### What could this look like in practice?

- Uses open-ended questions, offers multiple response options, uses self-talk to model language, etc. (CT ELDS DLL Guidance).

CATEGORY: 3.A.3. DOMAINS OF LEARNING

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Recognizes that the Domains of Learning are an extension of child development domains.
- b. Understands that just as child development domains are interrelated, the Domains of Learning are also interrelated.
- c. Understands the learning progressions and definitions in each of the Domains of Learning as outlined in the CT ELDS (CT ELDS).
- d. Understands that development within each domain is sequential and is informed by children's experiences (RI).

SC LEVEL 2

- a. Can describe to families and others as appropriate how the Domains of Learning relate to child development domains.
- b. Plans and implements meaningful and intentional experiences designed to support what young children should know, understand, and be able to do in each of the Domains of Learning, as appropriate (RI) (CT ELDS).



## SUBDOMAIN | 3.A. USING CONTENT KNOWLEDGE TO BUILD A MEANINGFUL PLANNED PROGRAM

CATEGORY: 3.A.3. DOMAINS OF LEARNING

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Uses their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child (NAEYC 5c).

### What could this look like in practice?

- Fully implements the CT ELDS through intentional teaching processes (see CT ELDS: A Guide to Domains and Strands).

TC LEVEL 4

- a. Understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for all children, including individuals with exceptionalities (CEC 3.2).

### What could this look like in practice?

- Modifications to environment, materials, and scheduling are evident.
- Teaching behaviors are modified to reflect appropriate accommodations.

CATEGORY: 3.B.1. DEVELOPMENTALLY APPROPRIATE ENVIRONMENT

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Values the inclusion of all children (NY) (CT ELDS).
- b. Understands and values access to learning in the natural environment (DEC E1).
- c. Regularly uses strategies and helps others to maintain awareness of children within the setting.
- d. Understands and creates or supports the design of an environment (home, center, other) – using the space, the materials, and the routine – that encourages play, exploration, and learning for all children (VT).
- e. Understands that the use of adult proximity to the child within the environment is a facilitation strategy.
- f. Recognizes that children need personal space for their belongings to cultivate a sense of responsibility and security.
- g. Recognizes when the environment may need modifications to meet the needs of children and families (DEC E3) (CSEFEL).

SC LEVEL 2

- a. Supports the creation of environments that value the inclusion of all children (NY) (CT ELDS).
- b. Prepares and guides caregiver and/or children as appropriate in their engagement in and use of the indoor and outdoor environment, equipment, materials, and experiences.
- c. Applies knowledge about children’s learning and development to create healthy, respectful, supportive, and challenging learning environments.
- d. Suggests adaptations to the environment to accommodate children with special needs, consulting with service providers as needed (CSEFEL).
- e. Uses observational information from a variety of sources when proposing modifications to the environment to meet the needs of children and families and to meet any health, safety, or regulatory requirements (DEC A6) (CT AIMH, Level 1) (CSEFEL).

## SUBDOMAIN | 3.B. CONTEXTUAL FACTORS IN BUILDING A MEANINGFUL PLANNED PROGRAM

CATEGORY: 3.B.1. DEVELOPMENTALLY APPROPRIATE ENVIRONMENT

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments (NAEYC 1a).
- b. Creates environments that provide opportunities for movement and regular physical activity to maintain and enhance fitness, wellness, and development across domains (DEC E6) (CSEFEL).

### What could this look like in practice?

- Setting promotes self-help skills whereby children have control and responsibility of the space.
- See *Inventory of Practices for Promoting Children's Social Emotional Competence* (The Center on the Social and Emotional Foundations for Early Learning, [Vanderbilt.edu/csefel](http://Vanderbilt.edu/csefel)).

TC LEVEL 4

- a. Knows the impact of social and physical environments on development and learning (CEC K2.1) (CSEFEL).
- b. Structures social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, siblings, parents, and teachers/caregivers (CEC S2.4) (CSEFEL).

### What could this look like in practice?

- Collaborates with staff and colleagues to ensure that all children participate relative to their interests and abilities in indoor and outdoor learning opportunities.

CATEGORY: 3.B.2. INTERACTIONS WITH MATERIALS

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands that children learn through interaction with materials as they explore, problem-solve, and discover (CT ELDS).
- b. Understands how to choose materials that demonstrate acceptance of and reflect all children's gender, family, race, culture, and special needs (NY).
- c. Considers children's interests in the choice of toys and materials for the environment.
- d. Utilizes knowledge of child development and individual children to select materials (CT ELDS).

SC LEVEL 2

- a. Uses appropriately chosen materials to support and challenge children's learning progress (CT ELDS).
- b. Uses appropriate technology (computers, digital, and video) to support children's learning goals.
- c. Selects and rotates materials intentionally to reflect children's interests, learning styles, and stages of development (NY).
- d. Uses open-ended materials that encourage problem-solving and creativity, and challenge children to construct knowledge in various domains (CT ELDS).

## SUBDOMAIN | 3.B. CONTEXTUAL FACTORS IN BUILDING A MEANINGFUL PLANNED PROGRAM

CATEGORY: 3.B.2. INTERACTIONS WITH MATERIALS

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments (NAEYC 1a) (CT ELDS).

### What could this look like in practice?

- Materials in the setting can be used in a variety of ways to engage children at a variety of developmental stages, encourage exploration and problem-solving, spark imagination, match real life, build a love for language and books, and encourage children to be active (CT ELDS Building Meaningful Curriculum Guide).

TC LEVEL 4

- a. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments (CEC S2.1).

### What could this look like in practice?

- Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences (DEC E5).

CATEGORY: 3.B.3. DAILY ROUTINES AND SUPPORT

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands that daily routines are a useful structure to facilitate experiences (CT ELDS).
- b. Recognizes that daily routines can promote healthy separation and transitions as opportunities for learning.
- c. Understands the importance of a daily schedule that provides balance between active and quiet, child-directed and adult-directed, individual and group (where appropriate), and indoor and outdoor activities.

SC LEVEL 2

- a. Uses daily routines within the environment to implement planned program.
- b. Uses routine activities (diapering, dressing, etc.) and daily transition times to support planned goals (VT).
- c. Designs or informs the structure of daily routines that are flexible and responsive to the needs and interests of the child and/or group.
- d. Supports families to maintain a daily schedule that provides balance between active and quiet, child-directed and adult-directed, individual and group (where appropriate), and indoor and outdoor activities.



## SUBDOMAIN | 3.B. CONTEXTUAL FACTORS IN BUILDING A MEANINGFUL PLANNED PROGRAM

CATEGORY: 3.B.3. DAILY ROUTINES AND SUPPORT

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

### TC LEVEL 3

- a. Observes the environment and makes adjustments to routines to support positive behaviors (CSEFEL).
- b. Uses a broad repertoire of developmentally appropriate teaching/learning approaches (NAEYC 4c).

#### What could this look like in practice?

- Establishes a consistent, yet flexible, daily routine with enough time for children to actively engage (CT ELDS Building Meaningful Curriculum Guide).

### TC LEVEL 4

- a. Designs or informs the creation of environments that are culturally, ethnically, racially, and linguistically diverse (VT).
- b. Understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs (InTASC 7j).

#### What could this look like in practice?

- Settings post images, in print and in photos, which reflect not only the diversity of existing children and families, but extend diversity beyond who is currently represented. For example, during simple routines such as handwashing and toileting, there are images in different languages and cultures that exhibit healthy habits.

CATEGORY: 3.B.4. FAMILIES AND COMMUNITIES

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands that families need to be partners in the creation and/or implementation of a planned program (CT ELDS).
- b. Recognizes the family context as rich with information to use in developing a planned program (CT ELDS).

SC LEVEL 2

- a. Partners with families in meaningful ways to design and implement the planned program (CT ELDS).



## SUBDOMAIN | 3.B. CONTEXTUAL FACTORS IN BUILDING A MEANINGFUL PLANNED PROGRAM

CATEGORY: 3.B.4. FAMILIES AND COMMUNITIES

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Knows about and understands diverse family and community characteristics (NAEYC 2a).  
(Socioeconomic conditions; family structures, relationships, stresses, and supports; home language; cultural values; ethnicity; etc. – NAEYC 2a).

**What could this look like in practice?**

- Works with families and other adults to identify each child's needs to promote access to and participation in learning experiences (DEC E4).

TC LEVEL 4

- a. Knows and understands the NAEYC Principles of Family Engagement.

**What could this look like in practice?**

- Principle 1: Families are invited to participate in decision-making and goal setting for their child:
  - questionnaires, home visits, conversation, consistent communication (NAEYC).

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### 3. Building a Meaningful Planned Program of Learning and Development

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>3.A.1.SC 1</b>												
a.												
b.												X
c.												
d.						X		5				
<b>3.A.1.SC 2</b>												
a.												
b.	X											
c.	X											X
<b>3.A.1.TC 3</b>												
a.	5a											
b.	5b	3.1										
c.												
<b>3.A.1.TC 4</b>												
a.	5c											
b.												
<b>3.A.2.SC 1</b>												
a.											RI	
b.											RI	X
c.												
d.											NH, NY	
<b>3.A.2.SC 2</b>												
a.											RI, NY	
b.											RI	X
c.												
d.												
e.												
<b>3.A.2.TC 3</b>												X
a.												
b.												X
c.	5a											

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<b>3.A.2.TC 4</b>												
a.												X
<b>3.A.3.SC 1</b>												
a.												
b.												
c.												X
d.											RI	
<b>3.A.3.SC 2</b>												
a.												
b.											RI	X
<b>3.A.3.TC 3</b>												
a.	5c											X
<b>3.A.3.TC 4</b>												
a.		3.2										
<b>3.B.1.SC 1</b>												
a.											NY	X
b.			E1									
c.												
d.											VT	
e.												
f.												
g.			E3			X						
<b>3.B.1.SC 2</b>												
a.											NY	X
b.												
c.												
d.						X						
e.			E6		1	X						
<b>3.B.1.TC 3</b>												
a.	1a											
b.			E6			X						

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<b>3.B.1.TC 4</b>												
a.		K2.1				X						
b.		S2.4				X						
<b>3.B.2.SC 1</b>												
a.												X
b.											NY	
c.												
d.												X
<b>3.B.2.SC 2</b>												
a.												X
b.												
c.											NY	
d.												X
<b>3.B.2.TC 3</b>												
a.	1a											X
<b>3.B.2.TC 4</b>												
a.		S2.1	E5									
<b>3.B.3.SC 1</b>												
a.												X
b.												
c.												
<b>3.B.3.SC 2</b>												
a.												
b.											VT	
c.												
d.												
<b>3.B.3.TC 3</b>												
a.												X
b.	4c					X						
<b>3.B.3.TC 4</b>												
a.											VT	
b.				7j								

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3.B.4.SC 1												
a.												X
b.												X
3.B.4.SC 2												
a.												X
3.B.4.TC 3												
a.	2a		E4									
3.B.4.TC 4												
a.	X											

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Source: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.

**STATES** – State Core Competency Documents were reviewed and text was either borrowed or paraphrased from states. A concerted effort was made to look at northeast states for potential regional alignment: Maine, Massachusetts, Nebraska, New Hampshire, New York, Rhode Island, and Vermont.

**CT ELDS** – Connecticut Early Learning and Development Standards. (2014). *Supporting All Children Using the CT Early Learning and Development Standards.* (2016).

Source: Connecticut Office of Early Childhood (OEC).



## **4. OBSERVING, DOCUMENTING, AND ASSESSING**

**Category: 4.A.1. Early Childhood Screening and Assessment**

**Category: 4.A.2. Conducting Appropriate Screening and Assessment**

**Category: 4.A.3. Observing and Documenting to Inform Planned Program**

**Category: 4.B.1. Engaging Families**

**Category: 4.B.2. Professional Partnerships**

CATEGORY: 4.A.1. EARLY CHILDHOOD SCREENING AND ASSESSMENT

4. Observing, Documenting, and Assessing

Shared Core competencies across early childhood roles.

**SC LEVEL 1**

- a. Understands the difference between screening and assessment tools, purposes, and processes (CT ELDS).
- b. Understands that screening and assessment is a continuous process and should be integrated into the planned program (RI) (CT ELDS).
- c. Recognizes the components of quality observation and assessment and uses the information to inform practice (NE) (CT ELDS).
- d. Understands that some types of screening and assessments require specialized training to administer.
- e. Knows that assistive technology may be needed in administering assessment.

**SC LEVEL 2**

- a. Identifies the value and importance of practicing responsible screening and assessments that are culturally and linguistically sensitive to promote positive outcomes for each child.
- b. Uses screening and assessment tools, as appropriate, and as a continuous process within the planned program (DEC A9) (CT ELDS).
- c. Exhibits a working knowledge of the variety of assessment methods, both formative and summative, and the benefits of using a variety of assessment strategies and tools (NAEYC).
- d. Implements assistive technology, as appropriate, in the process of assessing children with unique needs.
- e. Identifies the purpose of various developmental screening and assessment instruments and procedures.
- f. Makes use of standardized tools, when appropriate, only for the purposes for which they are intended (CEC S4.4) (CT ELDS).
- g. Can explain the benefits and limitations of screening tools and the different types of assessment tools (NAEYC 3).

**SC = Shared Core**

The Shared Core represents common competencies across roles such as Home Visitors, Teachers, Assistant Teachers, and Interventionists (such as Birth to Three providers, mental health professionals, etc.).

**Levels**

Levels build upon one another. Levels 1 & 2 are always SC; Levels 3 & 4 are unique to roles and build upon Levels 1 & 2.

# SUBDOMAIN | 4.A. SCREENING AND ASSESSMENT TO PROMOTE POSITIVE OUTCOMES FOR ALL CHILDREN

## CATEGORY: 4.A.1. EARLY CHILDHOOD SCREENING AND ASSESSMENT

### 4. Observing, Documenting, and Assessing

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

- a. Understands the goals, benefits, and uses of assessment (NAEYC 3a).
- b. Understands the differences between formative and summative applications of assessment, and knows how and when to use each (InTASC 6j) (CT ELDS).
- c. Uses assessment tools and strategies that are appropriate for the child’s age and level of development and accommodate the child’s sensory, physical, communication, cultural, linguistic, social, and emotional characteristics (DEC A3).

#### What could this look like in practice?

- Able to explain how the assessment relates to learning goals and child development, and why the assessment was chosen.

#### TC LEVEL 4

- a. Understands the types and multiple purposes of assessment; as well as how to design, adapt, or select appropriate assessments to address specific learning goals, individual differences, and minimize sources of bias (InTASC 6k).
- b. Uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for all children, including those with exceptionalities (CEC 4.2).

#### What could this look like in practice?

- Able to use results of assessment and decide on next steps for instruction.

#### TC = Teacher and Caregiver

Competencies based on NAEYC initial professional preparation standards and some CEC/DEC practices. Use the NAEYC full document for the foundation of Levels 3 & 4.

Practice examples are a sample of many possible examples.


CATEGORY: 4.A.2. CONDUCTING APPROPRIATE SCREENING AND ASSESSMENT

4. Observing, Documenting, and Assessing

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands screening and assessment strategies that are responsive to all children.
- b. Understands the importance of gathering information through observation and other means about the child over time, in natural settings, while children are engaged in meaningful experiences (RI) (CT ELDS).
- c. Understands the importance of including families as part of a comprehensive assessment (NAEYC).



SC LEVEL 2

- a. Uses screening and assessment strategies that are responsive to all children, including those that are Dual Language Learners, children with special needs, and/or from diverse backgrounds (RI).
- b. In partnership with an interdisciplinary team, assesses children’s progress across all developmental areas using appropriate screening and assessment instruments (CEC).
- c. In consultation with colleagues, implements appropriate modifications and/or accommodations for administering screening and assessment to meet the needs of special populations.
- d. Collects assessment information from multiple sources, including the family, to objectively illustrate what children know and are able to do in relation to their planned program goals (CEC).
- e. Identifies children for screening or evaluation to address potential developmental delays or disabilities.

## SUBDOMAIN | 4.A. SCREENING AND ASSESSMENT TO PROMOTE POSITIVE OUTCOMES FOR ALL CHILDREN

### CATEGORY: 4.A.2. CONDUCTING APPROPRIATE SCREENING AND ASSESSMENT

#### 4. Observing, Documenting, and Assessing

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

##### TC LEVEL 3

- a. Knows about and uses observation, documentation, and other appropriate assessment tools and approaches (NAEYC 3b).
- b. Conducts assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests (DEC A4), and includes the family perspective.

##### What could this look like in practice?

- Reviews planned experiences through the lens of each domain and chooses an appropriate assessment method to capture information that will provide insight about the child's progress across domains.

##### TC LEVEL 4

- a. Ensures that consideration is given to cultural, linguistic, and environmental influences during the planning, selecting, adapting, modifying, and implementing of all assessment procedures (NAEYC Standard 3).

##### What could this look like in practice?

- Able to review and describe the statistical foundation of the assessment and potential limitations.
- Changes in teaching strategies are evident after analyzing assessment results.


CATEGORY: 4.A.3. OBSERVING AND DOCUMENTING TO INFORM PLANNED PROGRAM

4. Observing, Documenting, and Assessing

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands the importance of documenting assessment information (RI) (CT ELDS).
- b. Recognizes a variety of ways to observe and document information.
- c. Knows that information collected should be considered in the development and modification of the planned program.



SC LEVEL 2

- a. Identifies opportunities within the environment to collect assessment information (RI) (CT ELDS).
- b. Strives to objectively observe children and family interactions (CT AIMH, Level 1).
- c. Continuously monitors and observes progress and development of each child.
- d. Documents observations linked to planned program goals, which is objective and specific and includes comprehensive detail (NAEYC, Standard 3).
- e. Utilizes observation and assessment results to plan developmentally appropriate experiences (RI) (NAEYC, Standard 3).
- f. Uses screening and assessment information to identify individual differences and plan differentiated experiences (NAYEC, Standard 3).

## SUBDOMAIN | 4.A. SCREENING AND ASSESSMENT TO PROMOTE POSITIVE OUTCOMES FOR ALL CHILDREN

### CATEGORY: 4.A.3. OBSERVING AND DOCUMENTING TO INFORM PLANNED PROGRAM

# 4. Observing, Documenting, and Assessing

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

- a. Understands and practices responsible assessment to promote positive outcomes for each child (NAEYC 3c).
- b. Implements systematic ongoing assessment to identify learning targets, plan experiences, and monitor the child's progress to revise instruction as needed (DEC A9) (CT ELDS).

#### What could this look like in practice?

- A systematic process of observing children in the context of their daily activities with a documentation strategy is evident as part of the planned program/service.

#### TC LEVEL 4

- a. Participates as a team member to integrate assessment results in the development and implementation of individualized plans (CEC S4.9).

#### What could this look like in practice?

- Attends meetings with other professionals and the family to contribute information that may inform special education plans.

CATEGORY: 4.B.1. ENGAGING FAMILIES

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Recognizes the importance of engaging families in the screening and assessment process (DEC A2).
- b. Values diverse family structures and cultures when explaining screening and assessment in ways that families can understand.
- c. Understands the role confidentiality plays in sharing information.
- d. Informs families ahead of time regarding the assessment practices.

SC LEVEL 2

- a. Includes other adults who are important to the child in the observation process.
- b. Involves the family when making referrals for screening and/or child assessment (CEC K4.1).
- c. Communicates screening and assessment information in the parents' native language (written and oral) when possible.
- d. Shares information in ways that address language differences by using interpreters and translated documents.
- e. Communicates with families about the value of assessment and its role in supporting children's learning and development (NAEYC).



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Knows about and partners with families and professional colleagues regarding assessment (NAEYC 3d).
- b. Assists families in identifying their concerns in the assessment process (CEC S4.1).

**What could this look like in practice?**

- Uses a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life (DEC A6).
- Informs families about state Early Intervention/Early Childhood Special Education rules and regulations regarding assessment.

TC LEVEL 4

- a. Integrates family priorities and concerns in the assessment process (CEC).

**What could this look like in practice?**

- Explains assessment goals and benefits in the frame of family priorities.

CATEGORY: 4.B.2. PROFESSIONAL PARTNERSHIPS

Shared Core competencies across early childhood roles.

4. Observing, Documenting, and Assessing

SC LEVEL 1

- a. Understands that assessment information comes from a variety of sources (families, teachers, specialists) (DEC).
- b. Understands that child information is confidential and the sharing of this information should be handled professionally with care (RI).
- c. Values collaboration through ongoing relationship with families and professionals (HS/EHS RBC) (CSEFEL).



SC LEVEL 2

- a. Incorporates assessment information from a variety of sources (families, other teachers, specialists, peers, child care providers) when seeking to describe what children know and are able to do.
- b. Utilizes assessment information to determine whether further consideration by other professionals is warranted (RI).
- c. Facilitates referrals based on screening, observation, and child assessment.

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Partners with families and professional colleagues regarding assessment (NAEYC 3d).
- b. Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts (InTASC 10n).

**What could this look like in practice?**

- Is connected to the public school system and other professionals and organizations that provide specialized services and works with these professionals and families to collaboratively meet the needs of children with exceptionalities within and across the various settings where children may spend their time.

TC LEVEL 4

- a. In collaboration with colleagues and other professionals, uses multiple types of assessment information in making decisions about children with exceptionalities (CEC 4.3).

**What could this look like in practice?**

- Brings information to collaborative meetings to share in decision-making process.

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

4. Observing, Documenting, and Assessing

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>4.A.1.SC 1</b>												
a.												X
b.											RI	X
c.											NE	X
d.												
e.												
<b>4.A.1.SC 2</b>												
a.												
b.			A9									X
c.	3											
d.												
e.												
f.		S4.4										X
g.	3											
<b>4.A.1.TC 3</b>												
a.	3a											
b.				6j								X
c.			A3									
<b>4.A.1.TC 4</b>												
a.				6k								
b.		4.2										
<b>4.A.2.SC 1</b>												
a.												
b.											RI	X
c.	3											
<b>4.A.2.SC 2</b>												
a.											RI	
b.		4.3										
c.												
d.		4.4										
e.												

# EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

## SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

### 4. Observing, Documenting, and Assessing

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>4.A.2.TC 3</b>												
a.	3b											
b.			A4									
<b>4.A.2.TC 4</b>												
a.	3											
<b>4.A.3.SC 1</b>												
a.											RI	X
b.												
c.												
<b>4.A.3.SC 2</b>												
a.											RI	X
b.					1							
c.												
d.	3											
e.	3										RI	
f.	3											
<b>4.A.3.TC 3</b>												
a.	3c											
b.			A9									X
<b>4.A.3.TC 4</b>												
a.		S4.9										
<b>4.B.1.SC 1</b>												
a.			A2									
b.												
c.												
d.												
<b>4.B.1.SC 2</b>												
a.												
b.		K4.1										
c.												
d.												
e.	3											

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

4. Observing, Documenting, and Assessing

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
4.B.1.TC 3												
a.	3d											
b.		S4.1										
4.B.1.TC 4												
a.		S4.2										
4.B.2.SC 1												
a.			A2									
b.											RI	
c.						X		1				
4.B.2.SC 2												
a.												
b.											RI	
c.												
4.B.2.TC 3												
a.	3d											
b.				10n								
4.B.2.TC 4												
a.		4.3										

**NAEYC** – National Association for the Education of Young Children, Washington, DC

Source: Copple, C. & Bredekamp, S. Eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8*.

Source: Lutton, A., Editor (2012). *Advancing the Early Childhood Profession: NAEYC Standards and Guidelines for Professional Development*.

**CEC** – Council for Exceptional Children

Source: *CEC Initial Special Educator Preparation Standards, Early Childhood Specialist Set*. (2012).

**DEC** – Division of Early Childhood of the Council for Exceptional Children

Source: *Recommended Practices in Early Intervention/Early Childhood Special Education*. (2014).

**InTASC** – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Chief State School Officers

Source: *Model Core Teaching Standards: A Resource for State Dialogue*. (2011).

## EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

### 4. Observing, Documenting, and Assessing

**CT AIMH** – Connecticut Association for Infant Mental Health

Source: *Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health*®. (Copyright 2002, 2011 MI-AIMH).

**CSEFEL** – Center on Social and Emotional Foundations for Early Learning, Vanderbilt University

Source: *Inventory of Practices for Promoting Social Emotional Competence*.

**I-ECMH** – Infant/Early Childhood Mental Health Consultation Competencies

Source: Georgetown University Center for Child and Human Development, Center for Early Childhood Mental Health Consultation.

**HS/EHS RBC** – Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families.

Source: National Center on Parent, Family, and Community Engagement.

**NASW** – National Association of Social Workers. Source: *NASW Standards for Social Work Practice in Child Welfare*. (2013).

**SS H&S** – *Stepping Stones to Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition*. (2013).

Source: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.

**STATES** – State Core Competency Documents were reviewed and text was either borrowed or paraphrased from states. A concerted effort was made to look at northeast states for potential regional alignment: Maine, Massachusetts, Nebraska, New Hampshire, New York, Rhode Island, and Vermont.

**CT ELDS** – Connecticut Early Learning and Development Standards. (2014). *Supporting All Children Using the CT Early Learning and Development Standards*. (2016).

Source: Connecticut Office of Early Childhood (OEC).





## **5. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

**Category: 5.A.1. Family Systems**

**Category: 5.A.2. Communication**

**Category: 5.A.3. Maintaining Professional Relationships**

**Category: 5.B.1. Family Engagement Opportunities**

**Category: 5.B.2. Special Education and Health Needs**

**Category: 5.C.1. Connecting Families with Resources and Services**

CATEGORY: 5.A.1. FAMILY SYSTEMS

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands that each child is influenced by their unique environment and by the adults and children around them (NE).
- b. Understands the relationship between a family's practices and positive child outcomes (RI) (NAEYC).
- c. Understands that families are the primary educators and advocates for children (RI) (HS/EHS RBC) (CT ELDS).
- d. Understands the importance of acknowledging the diverse structures, languages, and cultures of each child's family and community, and that they impact development (NAEYC) (NY).

SC LEVEL 2

- a. Learns about variations across cultures in terms of family strengths, expectations, values, and child-rearing practices (RI) (NY).
- b. Responds effectively to emerging family issues that might impact a child's learning.
- c. Actively seeks input from families, as the primary educators and advocates for children (RI) (HS/EHS RBC).



**SC = Shared Core**

The Shared Core represents common competencies across roles such as Home Visitors, Teachers, Assistant Teachers, and Interventionists (such as Birth to Three providers, mental health professionals, etc.).

**Levels**

Levels build upon one another. Levels 1 & 2 are always SC; Levels 3 & 4 are unique to roles and build upon Levels 1 & 2.

## SUBDOMAIN | 5.A. CREATING RESPECTFUL AND TRUSTING RELATIONSHIPS WITH FAMILIES

CATEGORY: 5.A.1. FAMILY SYSTEMS

### 5. Building Family and Community Relationships

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

a. Knows about and understands diverse family and community characteristics (NAEYC 2a).

#### What could this look like in practice?

- Develops cultural competence as they build relationships with diverse families, including those whose children have disabilities, special characteristics, or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood teacher/caregiver (NAEYC, Standard 2).

#### TC = Teacher and Caregiver

Competencies based on NAEYC initial professional preparation standards and some CEC/DEC practices. Use the NAEYC full document for the foundation of Levels 3 & 4.

#### TC LEVEL 4

a. Considers the characteristics of Connecticut communities, especially the effects of racial-ethnic isolation and changing demographics on the families and the learning outcomes of the children in their care.

#### What could this look like in practice?

- The setting and plans for teaching reflect diversity and promote an accepting and safe place for all children.

Practice examples are a sample of many possible examples.

CATEGORY: 5.A.2. COMMUNICATION

5. Building Family and Community Relationships

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands the importance of two-way communication as a means to build relationships with families based on mutual trust and understanding (NY).
- b. Encourages families to share information about the resources and supports they may be receiving in order to inform program planning.
- c. Knows how to respectfully communicate information pertaining to safety regulations and standards (including mandated reporting, CPR, and illness policies) to families (NASW).
- d. Understands the importance of communicating regularly, respectfully, and effectively with families in a responsive and culturally appropriate way (RI) (NAEYC) (NY).

SC LEVEL 2

- a. Utilizes a range of techniques to communicate effectively with all families (NY).
- b. Communicates effectively with colleagues and families in a way that reflects a respect for each family’s language, culture, and the individual needs of all children (DEC F1) (CT AIMH, Level 1).

## SUBDOMAIN | 5.A. CREATING RESPECTFUL AND TRUSTING RELATIONSHIPS WITH FAMILIES

CATEGORY: 5.A.2. COMMUNICATION

### 5. Building Family and Community Relationships

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

a. Supports and engages families and communities through respectful, reciprocal relationships (NAEYC 2b).

#### What could this look like in practice?

- Engages families in two-way communication, such as verbal, written, and face-to-face.
- Uses technology such as social media, and/or technology preferences, for communicating.

#### TC LEVEL 4

a. Provides the family with up-to-date, comprehensive, and unbiased information in a way that the family can understand and use to make informed choices and decisions (DEC F2).

#### What could this look like in practice?

- Communicates in each family's first language (NAEYC Engaging Diverse Families Project).

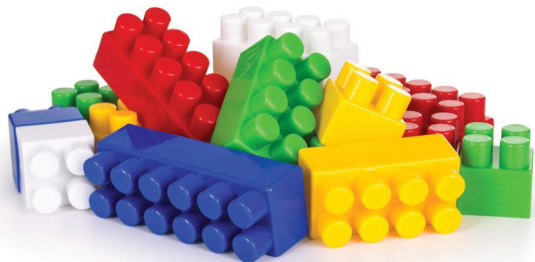
CATEGORY: 5.A.3. MAINTAINING PROFESSIONAL RELATIONSHIPS

5. Building Family and Community Relationships

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Recognizes the importance of maintaining appropriate personal boundaries with young children and families (CTAIMH-E, Level I).



SC LEVEL 2

- a. Maintains positive and authentic relationships with young children and families (CSEFEL).
- b. As appropriate, works with resource and support services with the family to address needs holistically.

## SUBDOMAIN | 5.A. CREATING RESPECTFUL AND TRUSTING RELATIONSHIPS WITH FAMILIES

### CATEGORY: 5.A.3. MAINTAINING PROFESSIONAL RELATIONSHIPS

# 5. Building Family and Community Relationships

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

a. Responds to family's concerns, priorities, and changing circumstances (DEC F3).

#### What could this look like in practice?

- Uses appropriate language and body language when discussing issues and maintains confidentiality.

#### TC LEVEL 4

a. Uses culturally responsive practice to enhance collaboration (CEC 7.1)

#### What could this look like in practice?

- Staff intentionally learns words and phrases in languages representative of the children and families in their setting to foster communication and trust.

CATEGORY: 5.B.1. FAMILY ENGAGEMENT OPPORTUNITIES

5. Building Family and Community Relationships

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands that meaningful opportunities for family engagement linked to children's learning goals occur in all settings (RI) (NY).
- b. Understands that creating safe and welcoming environments for families builds trust and respect.



SC LEVEL 2

- a. Provides relevant information about child development and learning, and healthy attachment (RI).
- b. Creates opportunities for family engagement, both in the classroom and at home, that are tied to established learning goals for children and build upon families' cultural-linguistic background, strengths, skills, talents, interests, and availability (RI) (CT ELDS) (HS/EHS RBC).



## SUBDOMAIN | 5.B. ENGAGING FAMILIES IN THEIR CHILD'S DEVELOPMENT AND LEARNING

### CATEGORY: 5.B.1. FAMILY ENGAGEMENT OPPORTUNITIES

# 5. Building Family and Community Relationships

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

- a. Involves families and communities in their children's development and learning beyond general conferencing and makes efforts to modify approaches to seek authentic connections between home and setting (NAEYC 2c).

#### What could this look like in practice?

- Engages immediate and extended family by including photos in the environment, invitations to share in child's experience, and encourages sharing of interests.

#### TC LEVEL 4

- a. Supports each parent's strengths, emerging parenting competencies, and positive parent-child interactions (CTAIMH-E, Level 1).

#### What could this look like in practice?

- Works with families to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes and goals (DEC F7).

CATEGORY: 5.B.2. SPECIAL EDUCATION AND HEALTH NEEDS

5. Building Family and Community Relationships

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands the importance of helping families recognize the benefits, for all children, of integrating children with special education and health needs in the natural environments where children can engage with each other.
- b. Knows about available services for children with special needs (RI).

SC LEVEL 2

- a. Helps families obtain clear and understandable information about their child's special education and health needs (RI).
- b. Helps families access special needs services or special education as appropriate (RI).

## SUBDOMAIN | 5.B. ENGAGING FAMILIES IN THEIR CHILD'S DEVELOPMENT AND LEARNING

CATEGORY: 5.B.2. SPECIAL EDUCATION AND HEALTH NEEDS

### 5. Building Family and Community Relationships

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

a. Supports families' choices and priorities in the development of goals and intervention strategies (CEC S7.3).

#### What could this look like in practice?

- Provides families of young children who have or are at risk for developmental delay/disability with information (DEC F8) to support growth and learning.
- Actively engages families in goal setting and strategy development.

#### TC LEVEL 4

a. Implements processes and strategies that support transitions among settings (CEC S7.10).

#### What could this look like in practice?

- Consistent communication with the family and agreed-upon resource colleagues to coordinate transition plan.

CATEGORY: 5.C.1. CONNECTING FAMILIES WITH RESOURCES AND SERVICES

5. Building Family and Community Relationships

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Knows resources within the program and surrounding community to enhance academic and social goals, as well as health and well-being (NAEYC).
- b. Understands the benefits of fostering family and community partnerships.
- c. Understands the importance of identifying and linking families and staff to appropriate community supports and services as warranted.
- d. Recognizes the importance of support networks for all families, particularly for isolated families.

SC LEVEL 2

- a. Provides families with community resource information (VT).

## SUBDOMAIN | 5.C. UTILIZING COMMUNITY RESOURCES TO SUPPORT FAMILIES

### CATEGORY: 5.C.1. CONNECTING FAMILIES WITH RESOURCES AND SERVICES

# 5. Building Family and Community Relationships

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

- a. Builds relationships with community organizations to provide services to families and their children (NY).

#### What could this look like in practice?

- Utilizes family resource center services and materials, and collaborates.

#### TC LEVEL 4

- a. Collaborates with other service agencies to ensure that the children and family receive services for which they are eligible and that the services are coordinated (CTAIMH-E, Level 1).

#### What could this look like in practice?

- Acts as an active member of the team, providing accurate information to support child and family goals.

EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

5. Building Family and Community Relationships

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
5.A.1.SC 1												
a.											NE	
b.	X										RI	
c.								4			RI	X
d.	X										NY	
5.A.1.SC 2												
a.											RI, NY	
b.												
c.								X			RI	
5.A.1.TC 3												
a.	2a											
5.A.1.TC 4												
a.												
5.A.2.SC 1												
a.											NY	
b.												
c.									X			
d.	X										RI, NY	
5.A.2.SC 2												
a.											NY	
b.			F1		1							
5.A.2.TC 3												
a.	2b											
5.A.2.TC 4												
a.			F2									
5.A.3.SC 1												
a.					1							
5.A.3.SC 2												
a.						X						
b.												
5.A.3.TC 3												
a.			F3									

## EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

### SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

# 5. Building Family and Community Relationships

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
↓												
5.A.3.TC 4												
a.		7.1										
5.B.1.SC 1												
a.											RI, NY	
b.												
5.B.1.SC 2												
a.											RI	
b.								X			RI	X
5.B.1.TC 3												
a.	2c											
5.B.1.TC 4												
a			F7		1							
5.B.2.SC 1												
a.												
b.											RI	
5.B.2.SC 2												
a.											RI	
b.											RI	
5.B.2.TC 3												
a.		S7.3										
5.B.2.TC 4												
a.		S7.10										
5.C.1.SC 1												
a.	X											
b.												
c.												
d.												
5.C.1.SC 2												
a.											VT	
5.C.1.TC 3												
a.											NY	
5.C.1.TC 4												
a.					1							

**NAEYC** – National Association for the Education of Young Children, Washington, DC

Source: Copple, C. & Bredekamp, S. Eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8*.

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Source: National Center on Parent, Family, and Community Engagement.

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**SS H&S** – *Stepping Stones to Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition*. (2013).

Source: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.

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**CT ELDS** – Connecticut Early Learning and Development Standards. (2014). Supporting All Children Using the CT Early Learning and Development Standards. (2016).

Source: Connecticut Office of Early Childhood (OEC).



## **6. PROMOTING HEALTH, SAFETY, AND WELLNESS**

**Category: 6.A.1. State, Federal, and National Standards and Practices**

**Category: 6.A.2. Emergency Preparedness**

**Category: 6.A.3. Healthy, Nurturing Environment to Promote Development**

**Category: 6.A.4. Children's Health Needs**

**Category: 6.A.5. Mental Health**

**Category: 6.A.6. Nutrition**

CATEGORY: 6.A.1. STATE, FEDERAL, AND NATIONAL STANDARDS AND PRACTICES

Shared Core competencies across early childhood roles.

SC LEVEL 1
a. Knows and understands the purpose of and follows state and federal regulations and best health and safety practice standards.
b. Knows and understands policies and practices regarding children’s safety (RI).
c. Recognizes signs of abuse and/or neglect.
d. As a mandated reporter, understands how to identify, document, and report suspected child abuse and neglect as required by law, and follows rules of mandated reporting.
e. Knows safety standards, both indoors and out, including the proper condition of equipment and materials, and the identification and removal of potential safety hazards (RI).
f. Is capable of taking action in an emergency (such as choking, allergic reactions, etc.) and takes steps to avoid health hazards (RI).
g. Understands recommended guidelines to prevent Sudden Infant Death Syndrome (SIDS).
h. Knows ratio and group size requirements for settings, where appropriate.
i. Recognizes potential health hazards in meals and the value of CPR (choking, allergies, etc.) (RI) (SS H&S).
j. Understands that all children must be adequately supervised to ensure safety both indoors and out (NY) (RI).
k. Supervises children and models such supervision for families, when appropriate, to ensure their safety both indoors and out (including strategies such as face-to-name head counts and positioning) (NY) (SS H&S).

SC LEVEL 2
a. Applies knowledge of state regulations, licensing requirements and national standards as appropriate for role and setting.
b. Maintains required records relating to the health, safety and nutrition of children in an organized, accessible, and up-to-date manner (NY).
c. Implements strategies to teach age-appropriate precautions and rules to children and families to ensure their safety.
d. Monitors and maintains safety standards, both indoors and out, including the proper condition of equipment and materials, and the identification and removal of potential safety hazards (RI) (SS H&S).
e. As appropriate, completes daily safety checklist of indoor/outdoor environment.
f. Communicates information pertaining to safety standards to families, including the importance and elements of a safe home environment.

**SC = Shared Core**

The Shared Core represents common competencies across roles such as Home Visitors, Teachers, Assistant Teachers, and Interventionists (such as Birth to Three providers, mental health professionals, etc.).

**Levels**

Levels build upon one another. Levels 1 & 2 are always SC; Levels 3 & 4 are unique to roles and build upon Levels 1 & 2.

**SUBDOMAIN | 6.A. REGULATIONS, BEST PRACTICE STANDARDS, AND SAFETY PROCEDURES**

CATEGORY: 6.A.1. STATE, FEDERAL, AND NATIONAL STANDARDS AND PRACTICES

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Creates and maintains safe and healthy settings that foster children’s social, emotional, cognitive, and physical development, and respect their dignity and their contributions (NAEYC Code of Ethics I-1.5).

**What could this look like in practice?**

- Setting reflects children’s interests, work, culture, and is physically safe of choking hazards or unsafe materials.
- Uses national and state guidelines for health and safety practices (*Stepping Stones for Caring for our Children – National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs; CT Licensing Regulations*).

TC LEVEL 4

a. Influences policies and systems to attain and maintain the highest levels of health, safety, and wellness in the setting.

**What could this look like in practice?**

- Actively participates in committee work creating policy and practice for the setting.

**TC = Teacher and Caregiver**

Competencies based on NAEYC initial professional preparation standards and some CEC/DEC practices. Use the NAEYC full document for the foundation of Levels 3 & 4.

Practice examples are a sample of many possible examples.

CATEGORY: 6.A.2. EMERGENCY PREPAREDNESS

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Knows and understands emergency plans and disaster drills, including safety procedures for children with disabilities, their families, and visitors to home or classroom (RI) (MA) (NY).
- b. Knows and understands the importance of maintaining up-to-date emergency contacts (SS H&S).
- c. Implements and/or supports the practices of emergency plans and disaster drills, including safety procedures for children with disabilities and visitors, as appropriate to setting (MA).
- d. Maintains a system to account for all children and staff (as appropriate to setting) in the event of an emergency or disaster (SS H&S).

SC LEVEL 2

- a. Uses the *Connecticut Emergency Care Guidelines* as the foundation for emergency preparation practices.



## SUBDOMAIN | 6.A. REGULATIONS, BEST PRACTICE STANDARDS, AND SAFETY PROCEDURES

CATEGORY: 6.A.2. EMERGENCY PREPAREDNESS

### 6. Promoting Health, Safety, and Wellness

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

- a. Analyzes current emergency plans for effectiveness and comprehensiveness.

#### What could this look like in practice?

- Systematically (every month at least) reviews plans against current facility status, child space, family/home setting, and evacuation routes.

#### TC LEVEL 4

- a. Modifies plans for emergency situations and disaster drills to increase effectiveness, which may include reconnecting with community emergency personnel and systems.

#### What could this look like in practice?

- Routinely connects with community emergency personnel for advice and to maintain their awareness of the setting location and occupants.

CATEGORY: 6.A.3. HEALTHY, NURTURING ENVIRONMENT TO PROMOTE DEVELOPMENT

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands best practices regarding children’s health (RI).
- b. Understands the components of a clean and healthy environment.
- c. Recognizes the need for time and space for active play, both indoors and outdoors, on a daily basis (MA) (NY) (VT).
- d. Understands the potential negative impact of trauma, including interpersonal and community violence, on both children and adults (I-ECMH).



SC LEVEL 2

- a. Provides families with information regarding health routines, as appropriate.
- b. Provides or advocates for adequate time and space for active play, both indoors and outdoors, on a daily basis (MA) (NY) (VT).
- c. Supports implementation of a daily schedule that includes opportunities for children to have adequate rest in a safe environment (MA).
- d. Provides or assists others in providing a safe, nurturing environment free of toxic stress.
- e. Where appropriate, collaborates with informed health professionals and consultants to ensure that the environment supports individual needs of all children.

## SUBDOMAIN | 6.A. REGULATIONS, BEST PRACTICE STANDARDS, AND SAFETY PROCEDURES

CATEGORY: 6.A.3. HEALTHY, NURTURING ENVIRONMENT TO PROMOTE DEVELOPMENT

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Understands that positive relationships and supportive interactions are the foundation for work with children (NAEYC 4a) (CS EFEL).
- b. Understands how stress affects the brain and identifies need for additional supports to prevent toxic stress responses.

### What could this look like in practice?

- See Inventory of Practices for Promoting Children’s Social Emotional Competence (The Center on the Social and Emotional Foundations for Early Learning, [Vanderbilt.edu/csefel](http://Vanderbilt.edu/csefel)).
- *Resource:* Center on the Developing Child, Harvard University. (n.d.). *Toxic Stress*.

TC LEVEL 4

- a. Promotes problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation (DEC INT5).

### What could this look like in practice?

- Routinely observes and documents information for reflection and analysis that informs appropriate response.

CATEGORY: 6.A.4. CHILDREN'S HEALTH NEEDS

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands infection control and universal precaution practices (RI).
- b. Recognizes and seeks to understand culturally influenced health practices (RI).
- c. Understands signs and symptoms of common childhood illnesses (MA) (RI).
- d. Knows and understands the health needs of the children in the setting in which services are provided.
- e. Understands the importance of obtaining a developmental health history for each child (NY).
- f. Understands healthy lifestyle practices to support the health of each child.
- g. Recognizes physical disabilities and other health challenges.
- h. Knows sources for families to access medical insurance and medical care.

SC LEVEL 2

- a. Communicates with families about practices regarding health and children's individual health status (RI), and develops an individual care plan as needed.
- b. Communicates with families about medical insurance assistance, sources of medical care, and health referrals and screenings, such as dental needs or lead testing.
- c. Observes children to check for evidence of health concerns (MA) (RI).
- d. Provides information to families regarding communicable diseases to which their child may have been exposed or any health alerts in their community (NY).
- e. In consultation with the family, gathers historical information and makes referrals regarding health and nutrition when necessary, taking into account the family's language and culture (MA).
- f. Administers medication with appropriate training and in accordance with policies approving you to do so. This may not be appropriate for all roles.



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Knows and understands the multiple influences on development and learning (NAEYC 1b).

**What could this look like in practice?**

- Plans show appropriate modifications for children with health or developmental needs.

TC LEVEL 4

a. Reflects upon children holistically when assessing growth in development and learning, considering that there are multiple influencing factors, such as physical and mental health, that affect development and learning.

**What could this look like in practice?**

- Documentation of observations and evidence of strategy modifications inform overall assessment.

CATEGORY: 6.A.5. MENTAL HEALTH

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands that children are more likely to thrive when they feel physically and emotionally safe (NH).
- b. Understands the importance of good mental health and how it connects to the individual's overall health.
- c. Knows culturally and linguistically appropriate mental health services and resources.
- d. Understands the impact of stress and trauma on behavioral health, safety, and wellness.



SC LEVEL 2

- a. Provides appropriate referral information for children and families (MA).
- b. Implements practices that support the emotional well-being of children and youth.
- c. Utilizes trauma-informed strategies to address behavioral symptoms of trauma or stress in children and make appropriate referrals (MA).
- d. Understands the influence of, and interaction between, risk factors and protective factors on child behavior and development and family (I-ECMH).
- e. Utilizes culturally and linguistically appropriate mental health services and resources.

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Knows and understands the multiple influences on development and learning (NAEYC 1b).

**What could this look like in practice?**

- Plans show appropriate inclusion and modification for children with mental health needs.

TC LEVEL 4

a. Reflects upon children holistically when assessing growth in development and learning, considering that there are multiple influencing factors, such as physical and mental health, that affect development and learning.

**What could this look like in practice?**

- Works in collaboration with mental health professionals to address learning needs.

CATEGORY: 6.A.6. NUTRITION

6. Promoting Health, Safety, and Wellness

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands that the nutritional needs of all children, including those with special dietary needs or cultural considerations, are unique to their development (RI).
- b. Understands the impact of lack of access to affordable, nutritional, toxin-free foods, as well as food insecurity.
- c. Recognizes symptoms and behaviors of children that signal possible nutritional need or feeding/eating concerns (RI).

SC LEVEL 2

- a. Communicates with families regarding nutritional needs, family preferences, and cultural influences on food and eating practices (RI) (NY).
- b. When appropriate, models safe eating habits and safe eating spaces for children.
- c. Observes children during mealtime to learn about individual eating preferences as appropriate to setting (RI).



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Knows and understands the multiple influences on development and learning (NAEYC 1b).

**What could this look like in practice?**

- Utilizes resources to provide for nutritional needs.

TC LEVEL 4

a. Reflects upon children holistically when assessing growth in development and learning, considering that there are multiple influencing factors, such as physical and mental health, that affect development and learning.

**What could this look like in practice?**

- Advocates for policies and procedures that affect the nutritional welfare of children and families (RI).

# EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

## SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

### 6. Promoting Health, Safety, and Wellness

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>6.A.1.SC 1</b>												
a.												
b.											RI	
c.												
d.												
e.											RI	
f.											RI	
g.												
h.												
i.										1.4.2.2	RI	
j.											NY, RI	
k.										2.2.01	NY	
<b>6.A.1.SC 2</b>												
a.												
b.											NY	
c.												
d.										5.3.1.1	RI	
e.												
f.												
<b>6.A.1.TC 3</b>												
a.	X									X		
<b>6.A.1.TC 4</b>												
a.												
<b>6.A.2.SC 1</b>												
a.											RI, MA, NY	
b.										9.2.4.5		
c.											MA	
d.										9.2.4.3		
<b>6.A.2.SC 2</b>												
a.												
<b>6.A.2.TC 3</b>												
a.												

## EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

### SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

# 6. Promoting Health, Safety, and Wellness

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
<b>6.A.2.TC 4</b>												
a.												
<b>6.A.3.SC 1</b>												
a.											RI	
b.												
c.											MA, NY, VT	
d.							2					
<b>6.A.3.SC 2</b>												
a.												
b.											MA, NY, VT	
c.											MA	
d.												
e.												
<b>6.A.3.TC 3</b>												
a.	4a					X						
b.												
<b>6.A.3.TC 4</b>												
a.			INT5									
<b>6.A.4.SC 1</b>												
a.											RI	
b.											RI	
c.											MA, RI	
d.												
e.											NY	
f.												
g.												
h.												
<b>6.A.4.SC 2</b>												
a.											RI	
b.												
c.											MA, RI	
d.											NY	
e.											MA	

EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

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	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
f.												
6.A.4.TC 3												
a.	1b											
6.A.4.TC 4												
a												
6.A.5.SC 1												
a.											NH	
b.												
c.												
d.												
6.A.5.SC 2												
a.											MA	
b.												
c.											MA	
d.							2					
e.												
6.A.5.TC 3												
a.	1b											
6.A.5.TC 4												
a.												
6.A.6.SC 1												
a.											RI	
b.												
c.											RI	
6.A.6.SC 2												
a.											RI, NY	
b.												
c.											RI	
6.A.6.TC 3												
a.	1b											
6.A.6.TC 4												
a.											RI	



## EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

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Source: Connecticut Office of Early Childhood (OEC).



# **7. PRACTICING PROFESSIONALISM AND ADVOCACY**

**Category: 7.A.1. Identifying Self as a Professional**

**Category: 7.A.2. Commitment to Continued Professional Development**

**Category: 7.A.3. Ethical Standards and Professional Guidelines**

**Category: 7.A.4. Advocating for Children, Families, and the Profession**

**Category: 7.B.1. Diversity and Cultural Competence**

CATEGORY: 7.A.1. IDENTIFYING SELF AS A PROFESSIONAL

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Enrolls as a member in the Connecticut Professional Development Registry, if required.
- b. Knows various national, state, regional, and local early childhood and/or special education professional organizations, as well as entities pertaining to your role.
- c. Understands that there is a connection between the core knowledge framework and regulations, policies, professional standards, and best practices (RI).
- d. Understands that professionals are open to the ever-evolving field based upon current research and issues, as well as advances in the field (RI).

SC LEVEL 2

- a. Maintains active membership in the Connecticut Professional Development Registry, if required.
- b. Engages with relevant national, state, regional, and local early childhood and/or special education professional organizations, as well as entities pertaining to your role.
- c. Applies understanding of the connection between the core knowledge framework and regulations, policies, and professional standards when deciding on best practices.

**SC = Shared Core**

The Shared Core represents common competencies across roles such as Home Visitors, Teachers, Assistant Teachers, and Interventionists (such as Birth to Three providers, mental health professionals, etc.).

**Levels**

Levels build upon one another. Levels 1 & 2 are always SC; Levels 3 & 4 are unique to roles and build upon Levels 1 & 2.

## SUBDOMAIN | 7.A. FOUNDATIONS IN EARLY CHILDHOOD PROFESSION

### CATEGORY: 7.A.1. IDENTIFYING SELF AS A PROFESSIONAL

# 7. Practicing Professionalism and Advocacy

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

a. Identifies and involves oneself with the early childhood field (NAEYC 6a).

#### What could this look like in practice?

- Actively seeks collaborative opportunities with professionals across related disciplines to holistically inform practice.

#### TC = Teacher and Caregiver

Competencies based on NAEYC initial professional preparation standards and some CEC/DEC practices. Use the NAEYC full document for the foundation of Levels 3 & 4.

#### TC LEVEL 4

a. Researches and integrates new information on current issues and advances in child development, behavior, and relationship-focused practice (CT AIMH-E, Level 1).

#### What could this look like in practice?

- Participates in groups or organizations engaged in research, policy-making, and/or leadership (RI).

Practice examples are a sample of many possible examples.

CATEGORY: 7.A.2. COMMITMENT TO CONTINUED PROFESSIONAL DEVELOPMENT

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Knows about and understands the use of the core knowledge and competency framework as a tool to reflect on professional practice in order to think about future professional development needs.
- b. Selects areas for professional and/or personal development and participates in appropriate learning activities offered by professional organizations (RI) (CTAIMH-E, Level 1).

SC LEVEL 2

- a. Engages in continuous, collaborative learning to inform practice (ME).
- b. Engages in an annual self-evaluation process and uses information to develop an individualized professional development plan.
- c. Maintains credentials and/or appropriate licensure as needed.



## SUBDOMAIN | 7.A. FOUNDATIONS IN EARLY CHILDHOOD PROFESSION

### CATEGORY: 7.A.2. COMMITMENT TO CONTINUED PROFESSIONAL DEVELOPMENT

# 7. Practicing Professionalism and Advocacy

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

a. Engages in continuous, collaborative learning to inform practice (NAEYC 6c).

#### What could this look like in practice?

- Demonstrates the ability to be self-reflective and integrate new knowledge into practice (HS/EHS RBC 9).

#### TC LEVEL 4

a. Engages in reflective supervision to gain new insights and knowledge about relationships with families (HS/EHS RBC 9).

b. Integrates knowledge based on reflection and critical perspectives on early education (NAEYC 6d).

#### What could this look like in practice?

- Seeks peers and/or supervisors to share perspectives and experiences for the purpose of deepening understanding and taking action for more effective practice.

CATEGORY: 7.A.3. ETHICAL STANDARDS AND PROFESSIONAL GUIDELINES

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands a code of ethical conduct and procedures related to the care and learning of all young children.
- b. Upholds standards of confidentiality, sensitivity, and respect for children, families, and colleagues (NY) (RI).
- c. Knows about requirements regarding their role, such as attendance, mandated reporting, professional development requirements, health and safety certifications, etc.

SC LEVEL 2

- a. Identifies unethical practices (RI); poses no emotional or physical harm to children.
- b. Implements ethical practices and adheres to professional guidelines established by the early childhood profession and role-specific guidelines (RI).
- c. Complies with any requirements such as attendance, mandated reporting, professional development requirements, health and safety certifications, etc.



## SUBDOMAIN | 7.A. FOUNDATIONS IN EARLY CHILDHOOD PROFESSION

### CATEGORY: 7.A.3. ETHICAL STANDARDS AND PROFESSIONAL GUIDELINES

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

a. Knows and upholds ethical standards and other professional guidelines (NAEYC 6b).

#### What could this look like in practice?

- Uses professional ethical principles and professional practice standards to inform practice (CEC 6.1) associated with the profession, such as the NAEYC Code of Ethical Conduct and Statement of Commitment.

#### TC LEVEL 4

a. Serves as a resource and actively mentors others in the field on ways to uphold ethical and professional guidelines.

#### What could this look like in practice?

- Initiates new staff, as appropriate, to the profession using the ethical guidelines of the profession as a foundation for practice.

CATEGORY: 7.A.4. ADVOCATING FOR CHILDREN, FAMILIES, AND THE PROFESSION

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Recognizes that national, state, and local policies and legislation affect children and families.
- b. Respects the rights of all children, including those with special needs.

SC LEVEL 2

- a. Seeks out resources and supports to assist in meeting the needs of all children and families.
- b. Supports advocacy efforts at state and community levels on behalf of young children, their families, and early childhood professionals and systems within which they exist (I-ECMH).



## SUBDOMAIN | 7.A. FOUNDATIONS IN EARLY CHILDHOOD PROFESSION

### CATEGORY: 7.A.4. ADVOCATING FOR CHILDREN, FAMILIES, AND THE PROFESSION

# 7. Practicing Professionalism and Advocacy

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

#### TC LEVEL 3

a. Engages in informed advocacy for children and the profession (NAEYC 6e).

#### What could this look like in practice?

- As appropriate;
  - testifies in public hearings on critical early childhood issues.
  - writes about early childhood issues (social media, news articles, position statements, etc.).

#### TC LEVEL 4

a. Engages in activities such as advocacy and mentoring (CEC 6.5).

#### What could this look like in practice?

- Joins advocacy efforts, such as the status of working conditions, for those who serve infants and young children and their families (CEC K6.4). An example would be the Worthy Wage Campaign, etc.

## CATEGORY: 7.B.1. DIVERSITY AND CULTURAL COMPETENCE

## Shared Core competencies across early childhood roles.

## SC LEVEL 1

- a. Understands and respects differences in family structures and compositions, languages, child-rearing practices, beliefs, and cultural backgrounds.
- b. Recognizes diversity as an asset.
- c. Is aware of the impact of social systems, policies, practices, and programs on multicultural populations (NASW Standards and Indicators for Cultural Competency).

## SC LEVEL 2

- a. Considers own personal biases and how they influence perspectives and their interactions with all children and families.
- b. Seeks opportunities to expand knowledge of differing beliefs and values of all families.



Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Able to describe how culture (beliefs, values, attitudes, and experiences) shapes relationships and behaviors in important and meaningful ways (I-ECMH)

**What could this look like in practice?**

- Demonstrates respectful interest in learning about each family’s values, beliefs, faith traditions, cultural influences, family structures, and circumstances (HS/EHS RBC 2).

TC LEVEL 4

- a. Routinely self-assesses beliefs and actions associated with promoting cultural diversity, cultural competency, and inclusionary practices for children with special needs and diverse populations.

**What could this look like in practice?**

- Utilizes self-assessment tools such as the Self-Assessment Checklist for Personnel Providing Services and Supports to Children with Disabilities and Special Health Needs and their Families (Tawara D. Goode, Georgetown University Center for Child and Human Development).

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

7. Practicing Professionalism and Advocacy

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
7.A.1.SC 1												
a.												
b.												
c.											RI	
d.											RI	
7.A.1.SC 2												
a.												
b.												
c.												
7.A.1.TC 3												
a.	6a											
7.A.1.TC 4												
a.					1							
7.A.2.SC 1												
a.												
b.					1						RI	
7.A.2.SC 2												
a.											ME	
b.												
c.												
7.A.2.TC 3												
a.	6c							9				
7.A.2.TC 4												
a.								9				
b.	6d											
7.A.3.SC.1												
a.												
b.											NY, RI	
c.												

# EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

## SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

### 7. Practicing Professionalism and Advocacy

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
7.A.3.SC.2												
a.											RI	
b.											RI	
c.												
7.A.3.TC 3												
a.	6b	6.1										
7.A.3.TC 4												
a.												
7.A.4.SC 1												
a.												
b.												
7.A.4.SC 2												
a.												
b.					8							
7.A.4.TC 3												
a.	6e											
7.A.4.TC 4												
a.		6.5										
7.B.1.SC 1												
a.												
b.												
c.									X			
7.B.1.SC 2												
a.												
b.												
7.B.1.TC 3												
a.							3	2				
7.B.1.TC 4												
a.												

## EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

### 7. Practicing Professionalism and Advocacy

**NAEYC** – National Association for the Education of Young Children, Washington, DC

Source: Copple, C. & Bredekamp, S. Eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8*.

Source: Lutton, A., Editor (2012). *Advancing the Early Childhood Profession: NAEYC Standards and Guidelines for Professional Development*.

**CEC** – Council for Exceptional Children

Source: *CEC Initial Special Educator Preparation Standards, Early Childhood Specialist Set*. (2012).

**DEC** – Division of Early Childhood of the Council for Exceptional Children

Source: *Recommended Practices in Early Intervention/Early Childhood Special Education*. (2014).

**InTASC** – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Chief State School Officers

Source: *Model Core Teaching Standards: A Resource for State Dialogue*. (2011).

**CT AIMH** – Connecticut Association for Infant Mental Health

Source: *Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health*®. (Copyright 2002, 2011 MI-AIMH).

**CSEFEL** – Center on Social and Emotional Foundations for Early Learning, Vanderbilt University

Source: *Inventory of Practices for Promoting Social Emotional Competence*.

**I-ECMH** – Infant/Early Childhood Mental Health Consultation Competencies

Source: Georgetown University Center for Child and Human Development, Center for Early Childhood Mental Health Consultation.

**HS/EHS RBC** – Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families.

Source: National Center on Parent, Family, and Community Engagement.

**NASW** – National Association of Social Workers. Source: *NASW Standards for Social Work Practice in Child Welfare*. (2013).

**SS H&S** – *Stepping Stones to Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition*. (2013).

Source: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.

**STATES** – State Core Competency Documents were reviewed and text was either borrowed or paraphrased from states. A concerted effort was made to look at northeast states for potential regional alignment: Maine, Massachusetts, Nebraska, New Hampshire, New York, Rhode Island, and Vermont.

**CT ELDS** – Connecticut Early Learning and Development Standards. (2014). *Supporting All Children Using the CT Early Learning and Development Standards*. (2016).

Source: Connecticut Office of Early Childhood (OEC).





## GLOSSARY OF TERMS

**Action Plan:** A document that includes a list of tasks and specific steps needed to achieve a goal. An action plan includes detailed information about what will be done, who will be responsible, when the task will be completed, and how the task will be measured for achievement of goal. Action plans are flexible and can be changed to respond to situations not anticipated at time of development and serve to hold individuals accountable to a goal.

**Adaptation(s):** Adaptations are changes to individualize activities or environments to meet the unique needs of children and youth; supports children and youth to participate in daily routines and activities.

**Advocacy:** The act of expressing your views on a position or cause.

**Assessment:** For the purpose of this document, a shared understanding of assessment across early childhood roles is:

The act of gathering information to support a child's development and learning or to make an informed decision about where children and families may be in comparison to goals, benchmarks, or standards of development. The term may also refer to measures of environmental quality or the quality of adult-child interactions. Individual assessment processes should occur in the context of a comprehensive assessment system whereby different types of assessment tools are utilized. Assessment tools and/or processes are designed for specific purposes and should be used according to their purpose for the benefit of children, families, and adults working in a variety of settings.

### *Formative Assessment*

Formative assessment is a process used by practitioners as a continuous stream of evidence of growth, empowering practitioners to adjust plans and share in the process with families.

### *Summative Assessment*

Summative assessment is the process of summarizing learning and development at the culmination of a given period of time to evaluate the extent to which goals have been met.

**Best Practice:** Term used to describe any instructional technique, scientifically based practice, or method proven through research to be effective or valid.

**Child Development:** The social, emotional, linguistic, cognitive, perceptual, and motor changes and growth that occur between birth and young adulthood. Individuals develop at different rates and in a variety of ways, but usually in a predictable sequence. Genetics, environment, and interactions affect developmental trajectories.



**Code of Ethics:** Defines the core values of a profession and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work. A code of ethics provides guidance when moral or ethical dilemmas are encountered.

**Code of Ethical Conduct (NAEYC):** A document created by the National Association for the Education of Young Children (NAEYC) that provides guidelines for responsible behaviors and decision making in early childhood education and care based on core values of the field. It offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education.

**CT Office of Early Childhood (OEC):** Established in 2013 to coordinate and improve the various early childhood programs and components in Connecticut to create a cohesive, high-quality early childhood system. The OEC coordinates the system of early childhood care, education, and support.

**Core Knowledge and Competencies (CKCs):** Core knowledge and competencies refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. They provide a foundation for professional development design (including instructional practices) and other quality improvement efforts. *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems, NAEYC 2009*

**Cultural Competence:** Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It encompasses the ability to respect and value the differences seen in other people, including but not limited to, customs, thoughts, behaviors, communication styles, values, traditions, abilities, economic status, and institutions. Cultural competence includes the ability to learn from and relate respectfully to other cultural backgrounds, heritages, and traditions. This understanding informs and expands teaching practices in the culturally competent educator's classroom. *National Education Association (NEA) 2013 definition; further defined at: <http://www.nea.org/home/39783.htm>*

**Culturally and Linguistic Appropriate:** Taking into account the unique identities of people based on the influence of family language, stories, values, and spiritual life, as well as those of communities and schools.

**Cultural Relevance:** Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates instructional strategies that are connected to different approaches to learning. *CCSSO InTASC Standards, 2011*



**Developmentally Appropriate Practice (DAP):** Developmentally appropriate practice, often shortened to DAP, is an approach to teaching that is grounded in the research on how young children develop and learn, and what is known about effective early education. Its framework is designed to promote young children’s optimal learning and development. *National Association for the Education of Young Children (NAEYC)*

**Dispositions:** Inherent qualities, characteristics, attributes, or tendencies that identify how a person approaches interactions and experiences.

**Diversity:** Diversity is inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socioeconomic background). *CCSSO InTASC Standards, 2011*

**Diverse Learners:** Individuals who have special physical, emotional, behavioral, cognitive or linguistic needs, or whose primary learning modality is visual, auditory, tactile, or kinesthetic, who may require an adaptation in the environment, interaction, or curriculum in order to succeed in their program.

**Dual Language Learners:** Children who are learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language (*U.S. Department of Health and Human Services, 2009*). The use of this term promotes the value and importance of home language development.

**Head Start:** Head Start and Early Head Start are federally funded, comprehensive child development programs that serve children from birth to age five, pregnant women, and their families. These child-focused programs have the overall goal of increasing the school readiness of young children in low-income families.

**Mandated Reporter:** A professional who has regular contact with children and has “reasonable cause to believe” that a child under the age of 18 has been abused, neglected, or is in imminent risk of serious harm (*CT General Statute 17a-101a*). A mandated reporter **MUST** file a report with the Department of Children and Families if he or she has reason to believe that abuse or neglect has occurred.

**Natural Environment:** Home and community locations in which children would naturally be if they did not have a disability. If it is created for children with disabilities or they only attend because they have a disability, it is not a natural learning environment (IDEA). “Real-life” environments such as classrooms, homes, or playgrounds in which children can be observed for the purpose of increasing awareness of their typical, everyday behavior. *California Early Childhood Educator Competencies, 2011*



**National Association for the Education of Young Children (NAEYC):** A membership-supported organization of people who share a desire to serve and act on the needs and rights of children from birth through age 8. <http://www.naeyc.org/>

**Observation:** Formal and informal processes designed to pay attention to and learn about a child's, adult's, or program's development and progress. Gathering information through one or more of the five senses for the basic purpose of determining a child's individual needs and learning style. An act of recognizing and noting a fact or occurrence that may involve a standardized tool or instrument.

**Planned Program or Curriculum:** An intentional plan based on a set of goals and assessment information. The plan includes the environment in which children engage with other children and adults, involves materials and learning experiences that are planned to support children's growth and development, as well as the role of the adult in supporting the growing needs of children.

**Practitioner:** For the purpose of this document, a practitioner is any person who serves in a role that engages with children and families for the purpose of assisting families to develop skills to support their children and/or supporting children in development and learning. The roles of focus in this document for the shared core are teachers and caregivers in any setting, home visitors, interventionists such as birth to three providers, and health and mental health consultants.

**Professional Development:** The learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These continuous opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals to increase preparation and skills to care for and educate children and youth. Professional development encompasses education, training, and technical assistance. (NAEYC and NACCRRA, *Training and Technical Assistance Glossary, March 2011*). Refers to the skills and knowledge attained for both personal development and career advancement.

**Protective Factors:** Conditions or attributes of individuals, families, communities, or the larger society that mitigate or eliminate risk. *The Strengthening Families Approach and Protective Factors Framework: Branching Out and Reaching Deeper, 2014*

**Referral:** The process of helping a family or child care provider access a service, including connecting a child or family to a lead agency or school district for special education or other support services. Other support services could include parent education, mental health, housing supports, etc.

**Reflective Practice:** The practice of examining one's thoughts and feelings around every relationship at every level and exploring how diversity may influence our understanding of others and inform our process of continuous learning. *Infant Mental Health Competency Guidelines, 2002*



**Risk Factors:** Conditions or attributes of individuals, families, communities, or the larger society that increase the probability of poor outcomes. *The Strengthening Families Approach and Protective Factors Framework: Branching Out and Reaching Deeper, 2014*

**Screening:** The process of considering a child's skills, social emotional health, and behaviors in comparison to developmental norms in order to determine whether further evaluation is needed. Developmental screening typically involves a brief, individually administered, norm-referenced tool.

**Special Needs:** Physical, cognitive, or emotional differences that may require accommodations, modifications, or specialized instruction in order to access an environment.

**Teacher/Caregiver:** Any adult with responsibility for the education and care of children from birth to age five (for the purpose of this document), but also applies to the full early childhood range through age 8.

**Technical Assistance (TA):** A customized process that assists programs and individuals in improving quality and outcomes for children. Technical assistance may include, but is not limited to, mentoring, coaching, consultation, advising, and peer-to-peer TA. TA typically includes a quality improvement plan with action steps, a clearly defined assessment process, and long- and short-term goals linked to a timeline. The provision of targeted and customized supports by (a) professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. *NAEYC/NACCRRRA, 2011*

**Toxic Stress:** Prolonged activation of stress response systems in the absence of protective relationships. *Center on the Developing Child, Harvard*

**Trauma:** Early childhood trauma generally refers to the traumatic experiences that occur to children ages 0-6. Infants and young children may be affected by events that threaten their safety or the safety of their parents/caregivers. These traumas can be the result of intentional violence – such as child physical or sexual abuse, or domestic violence – or the result of painful medical procedures, the sudden loss of a parent/caregiver, natural disaster, accidents, or war. *The National Child Trauma Stress Network*

**Trauma-Informed System:** A trauma-informed system is one in which all parties recognize and respond to the impact of traumatic stress on children, caregivers, and service providers; which infuses and sustains trauma awareness, knowledge, and skills into organizational cultures, practices, and policies; and acts in collaboration with all those who are involved with the child to facilitate and support the recovery and resiliency of the child and family. *The National Child Trauma Stress Network*



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(Advanced set) <http://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Advanced%20Specialty%20Set%20%20Special%20Education%20or%20Early%20Intervention%20in%20Early%20Childhood%20Specialist.pdf>
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## STAKEHOLDER ENGAGEMENT

This Framework is a product of thoughtful collaboration between representatives of multiple agencies and entities that administer and/or deliver services to children, families, and the early childhood workforce at large. The time dedicated to the conceptualization, content development, review, and continuous editing by a cross-section of the early childhood workforce and state personnel speaks volumes to the passion and commitment Connecticut has for positive child and family outcomes when partnering with confident and competent early childhood professionals. There are numerous individuals behind the following list of entities that assisted in producing this Framework.

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Boys and Girls Club & Family Center of Bristol

Branford Early Learning Center

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Connecticut Association for Infant Mental Health (CT-AIMH)

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Connecticut Early Education Consultation Network

Connecticut Family Day Care Association Network

Connecticut Head Start Association

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Connecticut Parents As Teachers (PAT)

DC Moore School

EASTCONN

Education Connection Goodwin College

Head Start Collaboration Office

Head Start Training and Technical Assistance

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Imagine Nation Preschool

Independent Consultants

LEARN

Norwalk Community College

Post University

St. Mark's Day Care Center, Inc.

TEAM Inc.

Waterbury School Readiness

West Haven Community House

West Haven Head Start

Willow House Preschool and Early Learning Center



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