

## A Report to the Connecticut Early Childhood Cabinet



## The Connecticut Early Childhood Workforce Core Knowledge and Competency Framework



*Submitted by:*  
*Peg Oliveira, Deborah Adams, Colleen Brower*  
*On Behalf of the Early Childhood Workforce Workgroup*

## **I. Introduction**

Acknowledgements .....	page 1
Process and Purpose .....	page 2
Alignment with Related Standards .....	page 3-4
Guiding Principles and Core Beliefs.....	page 5-6
Background and Process .....	page 7-8
Defining Core Knowledge Areas .....	page 9
Using Bloom’s Taxonomy to Guide and Assess Skills and Knowledge.....	page 9
Summary .....	page 10

## **II. Appendices**

Appendix A: Connecticut’s Early Childhood Workforce Knowledge and Competencies Workgroup .....	page A-1
Appendix B: Connecticut’s Early Childhood Workforce Knowledge and Competencies Domain Descriptions .....	pages B-1–B-3
Appendix C: Core Knowledge and Competency Framework: Adaptation of Bloom’s Taxonomy .....	page C-1
Appendix D: Core Knowledge and Competencies: Domains, Indicators and Levels .....	pages D-1 – D-28

## INTRODUCTION

Every moment an adult interacts with and cares for a young child is a moment rich with the potential for learning. An effective early childhood teacher must be knowledgeable about child development, able to engage in respectful reciprocal relationships with children, families and the community, and adept in the use of strategies and tools to promote positive development. Early childhood teachers must have a firm understanding of relationship-based practices, personal knowledge of child development and all academic areas, in order to effectively support every child's growth in all domains, including children with special needs. In addition, early childhood teachers should be skillful at observing and assessing learning and intentional in planning experiences and environments that support every child's growth.

In order to effectively encourage children's social and emotional development for example, a teacher must possess an understanding of theories of social and emotional development, exhibit particular dispositions such as empathy and caring, and be able to implement specific strategies and practices (i.e., those associated with helping children cope with separation, becoming self-regulated).

Research shows that the development of early childhood teachers with these competencies brings great rewards for children. High-quality early childhood care and education produces substantial long-term educational, social, and economic benefits. The largest benefits for children occur when early childhood teachers are professionally prepared and adequately compensated.

This document offers a blueprint of the core competencies early childhood teachers should possess in order to take advantage of this formative period in a child's life. These core competencies are meant to cross a variety of sectors where teachers interact with children ages birth to five, such as, public schools, family child care homes, and all of licensed early care settings.

---

*Every moment an adult interacts with and cares for a young child is a moment rich with the potential for learning.*

---

## ACKNOWLEDGEMENTS

This work is a product of thoughtful collaboration between individuals that represent multiple agencies as well as sectors/settings in which children receive early care and education. The time dedicated to the brainstorming, review, and constant editing by groups of volunteers speaks volumes to the passion and commitment people have for improving the early childhood workforce. The Connecticut Early Childhood Workforce Workgroup and the Connecticut Early Childhood Workforce Core Knowledge and Competency Core Knowledge and Competency Leadership Team extends endless gratitude to the workgroups and reviewers for their time and expertise in developing this draft and for their continued interest in completing this work. A special thanks to EASTCONN for providing the office support and graphic design elements. Please see Appendix A for a listing of workgroup members.

# Rationale and Purpose

---

***Early childhood teachers must have a firm understanding of relationship-based practices, personal knowledge of child development and all academic areas, in order to effectively support every child's growth in all domains, including children with special needs.***

---

As research has revealed more about the rapid growth and development of young children and how they learn best, it has also underscored the importance of early learning for later school success<sup>1</sup>. Similarly, research on the temperament and skills understood to be predictive of an effective early childhood teacher has also expanded Connecticut's efforts to build a high quality early care and education system. Leveraging this research while building a system to help ensure that every child is cared for by a highly qualified workforce with access to a high quality professional development system will benefit our youngest learners.

At the foundation of this system is the knowledge base of theory and research that underlies practice. This is referred to as **Core Knowledge and Competencies** and is defined as:

*Core Knowledge and Competencies for teachers define what early care educators need to know (content) and be able to do (skills) while working with and/or on behalf of children and their families.*

Core Knowledge and Competencies provide all who work within Connecticut's early care and education sectors a common set of standards upon which training, technical assistance, and post-secondary coursework can be designed and aligned.

The specific goals of this Core Knowledge and Competencies document are to:

- Provide coherent structure and content to inform the daily practice of professionals who work directly with young children and their families;
- Promote self-reflection and intentional professional development;
- Guide program administrators and directors in assessing staff, identifying areas for professional development, and creating/reviewing job descriptions;
- Aid professional development organizations in designing professional learning opportunities that will fulfill competency needs;
- Assist teacher education programs in designing course content that will fulfill competency needs, as well as facilitate transfer and articulation agreements; and
- Support public and private investments, incentives, and initiatives that encourage and facilitate professional competency.

Connecticut chose to first identify core knowledge and competencies for the role of teacher across various settings/sectors. The teacher role was chosen because it has the most immediate impact on children when they are outside their home. The teacher role was also chosen to align the multiple credentials and certifications associated with this role by offering a unifying framework.

<sup>1</sup> Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications Issue 2 / Revised December 2004, W. Steven Barnett, National Institute for Early Education Research.

## Rationale and Purpose continued

The working definition of “early childhood teacher” developed for this purpose is:

*Parents are their children’s first and most influential caregivers and teachers. During the course of their early years, however, most children in Connecticut will also have their development and experiences shaped by at least one early childhood professional – someone dedicated to the care, education and well-being of young children, birth to age eight, and their families.*

---

***Specialized knowledge and professional development in how young children develop and learn is critical, as is the quality of interactions between staff and children (Shonkoff & Phillips, 2000)***

---

*The Connecticut Early Childhood Workforce Core Knowledge and Competency Framework is intended for early childhood teachers across all settings (schools, community, child center classrooms and home-based care) who work with children, singularly or in groups, birth through age 5 and their families. The CT Core Knowledge and Competencies articulate the essential skills and knowledge that teachers who work with young children and their families need to know, understand, and be able to do to promote and assess young children’s healthy development and learning. Through the work of expert advisers, and with input from early childhood education professionals and stakeholders, the resulting competencies offer a road map for building meaningful relationships with children, families and colleagues, for creating nurturing, stimulating environments, and for developing oneself as a professional in this incredibly important field.*

## Alignment with Related Standards

In the process of defining Connecticut’s Early Childhood Workforce Core Knowledge and Competency Framework, developers began with the expectations and definitions of a comprehensive early childhood workforce as set forth in the federal Race to the Top Early Learning Challenge (RTT-ELC) grant application.<sup>2</sup> This definition states that a core knowledge and competency framework, at a minimum:

- (a) Is evidence-based;
- (b) Incorporates knowledge and application of the State’s Early

- Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with all children and families;
- (c) Includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children;
- (d) Incorporates effective use of data to guide instruction and program improvement;

<sup>2</sup> Core knowledge and competencies (CKCs) 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. These CKCs 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.

## Alignment with Related Standards continued

- (e) Includes effective behavior management strategies that promote positive social and emotional development while reducing challenging behaviors; and
- (f) Incorporates feedback from experts at the State’s postsecondary institutions and other early learning and development experts and early childhood teachers.

The developers of Connecticut’s Early Childhood Workforce Core Knowledge and Competency Framework sought symmetry with the core knowledge and competency reports produced in our neighboring states of Maine, Massachusetts, New Hampshire, New York, Rhode



Island, and Vermont. This effort was made in order to achieve a set of Connecticut Core Knowledge and Competencies for Early Childhood Teachers that are in accord with the region, ultimately leading to the possibility of the portability of credentials between New England states for the early childhood workforce. This regional alignment encourages opportunity for a highly qualified workforce in the New England region.

The alignment process focused first on the consistency of the competencies with the Federal definition, NAEYC standards and other important resources; and with neighboring states (Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont). Additionally, developers incorporated changes in the field such as new trends, research, regulations, and ongoing development of other states’ initiatives.

Based on this research, the Connecticut Core Knowledge Domains chosen for inclusion are:

- Building Meaningful Curriculum
- Using Developmentally Effective Approaches for Teaching and Learning
- Promoting Child Development and Learning
- Observing, Documenting and Assessing
- Building Family and Community Relationships
- Health, Safety and Wellness
- Professionalism and Advocacy

A second priority was to address competency elements that are needed to elevate Connecticut’s prominence within the federal Race to the Top Early Learning Challenge (RTT-ELC) criteria. As such, an effort was made to weave the following elements throughout the core knowledge areas as foundational to the fabric of high quality practice:

- Special Education
- Cultural Competence
- Dual Language Learners

---

***Children learn through play, both simple and complex.  
Teaching and learning are dynamic, integrated, and reciprocal processes.***

---

## Guiding Principles and Core Beliefs



The following Core Beliefs, drawn from work on Core Knowledge and Competency Framework development in California, served as the foundation for the development of this framework, and form the heart of all seven of the competency domains:

- Children are born ready to learn.
- The family is where children attain 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-ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected.
- Families and children have the right to access support systems that foster their growth and development.
- Every human being is a unique individual, 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 learn to their fullest potential.
- Children are social beings who need to be engaged in meaningful relationships.
- Children have the right to secure, trusting relationships with adults and to 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 is key to every child's ability to self-regulate, to identify their own feelings and to interact successfully with others.
- Children construct knowledge based on their curiosity and driven by their interests as well as through interactions with adults and other children facilitating this construction.
- Children learn best when exposed to and engaged in high-quality environments, interactions, and relationships.
- Children learn best when the adults in their life work in partnership with one another.

## Guiding Principles and Core Beliefs

In defining the Core Knowledge and Competencies for Early Childhood Teachers, Connecticut will incorporate the following Guiding Principles:

- Build a meaningful curriculum to advance all areas of each child's development, including social, emotional, intellectual, and physical competence;
- Use developmentally appropriate techniques to teach effectively;
- Support child development and learning by understanding that children develop at individual rates, yet in a predictable sequence, and applying this knowledge in practice;
- Systematically observe, document and assess children's behavior, to inform planning for individual experiences and build meaningful curriculum, as well as to recognize and meet individual needs;
- Build productive and reciprocal partnerships with children and their families and communities, recognizing that children are best understood in the context of family, culture, and society;
- Maintain a safe and healthy environment for children;
- Make a commitment to professionalism by continuing to develop skills and work collaboratively to improve the quality of early care and education services.
- Include the array of experience brought by diversity of culture, dual language learners and children with special needs.





## Background and Process

### *Phase 1: Reviewing existing competencies in Connecticut*

In 2011, the federal Race to the Top Early Learning Challenge (RTT-ELC) grant application set forth expectations and definitions for states to build the foundations for a comprehensive early childhood workforce. Connecticut established an early childhood stakeholder workgroup to examine the State's current workforce status and documents that guide Connecticut's workforce development. The stakeholder workgroup found that Connecticut has:

- Multiple sets of competencies<sup>3</sup> associated with the teacher role and multiple certifications and/or credentials but no unifying framework that describes the expectations associated with the role of the teacher across sectors/settings.
- Some competencies associated with some but not all early childhood teacher roles and no single framework that describes the expectations associated with each early childhood role.

These findings set the charge for the first phase of work, undertaken by a stakeholder group of 40 individuals, representing a variety of sectors, to further examine the multiple sets of competencies associated with the teacher role. This process set a baseline for the next phase; developing a Core Knowledge and Competencies framework for the teacher role and eventually all other early care and education roles.

### *Phase 2: Defining Connecticut's Core Knowledge and Competency Framework*

In February, 2013, experts from across the state representing Connecticut's early care and education system (child care centers, family child care providers, state-funded programs, Head Start, higher education institutions, coaches and consultants) were invited to participate in a day-long forum on the defining the process for determining Connecticut's Core Knowledge and Competencies.

Drawing from their own experiences, national experts as well as representatives from New England states offered their expertise, consultation and perspectives on the development of an Early Childhood Workforce Core Knowledge and Competency Framework in their states. Feedback from the forum was used to prepare Connecticut's draft set of core knowledge and competencies.

Interested forum participants were invited to join in an ongoing stakeholder work group dedicated to development of Connecticut's Core Knowledge and Competencies. Thirty stakeholders from the forum volunteered to participate in the design of a Connecticut Core Knowledge and Competency framework and to create accompanying documents. An independent consultant, a consultant from the State Department of Education (who recently transitioned to the new Office of Early Childhood in July 2013) and a consultant from Connecticut Charts-A-Course (who recently transitioned to the new Office of Early Childhood in July 2013), comprised the leadership team and facilitated the stakeholder work group meetings as well as an online process of editing preliminary drafts of Connecticut's Core Knowledge and Competencies.

<sup>3</sup> Competency sets included SDE Teacher Certification PK-3 or B-K, SDE Teacher Certification Special Education PK-12, Early Childhood Teacher Credential (ECTC), Child Development Associate (CDA) credential, Training Program in Child Development (TPCD)/CCAC Core Areas of Knowledge, Infant/Toddler Credential (for Birth to 3 system) and Infant/Toddler Certificate (offered by Charter Oak State College)

## Background and Process continued

Three daylong working group sessions were held that allowed input from the intended audience for the competencies; teachers and those who are responsible for their professional development.

The first working group session held in April 2013 centered on the definition of each domain by which competencies would be constructed. Participants agreed on a set of Core Beliefs and Guiding Principles to frame their work, and began by making several significant design decisions including:

- To include indicators, as well as domains of Core Knowledge and Competencies
- To align the knowledge and competencies by level with an adapted version of Bloom's Taxonomy.

The stakeholder work group then defined domains of Core Knowledge and Competencies for inclusion. These domains are:

- Building Meaningful Curriculum
- Using Developmentally Effective Approaches for Teaching and Learning
- Promoting Child Development and Learning
- Observing, Documenting and Assessing
- Building Family and Community Relationships
- Health, Safety and Wellness
- Professionalism and Advocacy

Additionally, the following strands of knowledge were identified as elements that needed elevated prominence within the federal Race to the Top Early Learning Challenge (RTT-ELC) criteria. These strands are:

- Special Education
- Cultural Competence
- Dual Language Learners

Domains were edited and solidified through an online feedback process. Following this process, a second working group session, held in May 2013, centered on the definition of indicators within these competency domains. At this meeting participants were asked to consider and define indicators by level within the defined domains.

After the draft competencies were revised based on feedback from the second stakeholder working group meeting and online edits the consultant posted an updated draft to the online editing format. Subsequent weekly online "homework" assignments allowed members to comment on developing drafts of this report. All feedback was analyzed and considered for inclusion in the final draft.

To expand the perspective, a draft was sent to groups of individuals who did not participate in the workgroups but work within one or more of the sectors/settings in which this document is intended. Feedback was incorporated and a third working group session, held in July 2013, focused on sorting out redundancy and confirming the placement of items.

A final sorting by the leadership team along with results from the stakeholder workgroup meetings and online edits, as well as previous research on the development of CKC's in other states, was synthesized and produced this penultimate draft of a Connecticut Early Childhood Workforce Core Knowledge and Competency Framework.

## Core Competency Areas



Connecticut's Draft Early Childhood Workforce Core Knowledge and Competencies are organized into seven domains deemed important to the profession. Additionally, reflected in all domains is the respect for the need, across all domains, for knowledge and understanding of cultural competency, dual language learning and special education as related to each domain.

Also important, the Connecticut Early Learning and Development Standards (ELDS) that outline the knowledge, skills, and dispositions that children ages birth to age five should know and be able to do, were woven throughout the domains as a foundational framework to guide practice and assessment. See Appendix B for a description of each domain.

## Using Bloom's Taxonomy to Guide and Assess Skills and Knowledge

Inherent in each of the seven competency areas is the assumption that adults can exemplify their knowledge, understanding and skill across a continuum of higher order thinking; from beginner to advanced. Bloom's Taxonomy-Revised provides the frame that supports the continuum of thinking skills that early childhood educators should possess as well as be able to promote with young children.

Bloom's Taxonomy is a multi-tiered model of classifying learning according to six cognitive levels of complexity, or thinking structures. The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation. Each level scaffolds and builds upon the prior.

With the Bloom's Taxonomy-Revised framework as an organizing device, the knowledge and competencies become more complex. The six levels of Bloom's were re-structured by the leadership team into four levels for the purpose of simplicity and to align with existing core knowledge and competency frameworks in neighboring states. The core competency levels are also cumulative. In other words, (1) concepts at Level 1 will advance in difficulty through the subsequent levels; and (2) someone working at a Level III in any given competency area should have the knowledge and competencies identified for Levels I and II in that area. See Appendix C for a description of the re-structured Bloom's Taxonomy.

---

***Bloom's Taxonomy-Revised provides the frame that supports the continuum of thinking skills that early childhood educators should possess as well as be able to promote with young children.***

---

## Summary

This DRAFT Core Knowledge and Competency Framework document (see Appendix D) completes the work outlined in the Workforce Workgroup strategic goal. The work will continue through the Office of Early Childhood in collaboration with the cross-sector workgroups. The following work will continue:

- A cross-walk between documents from neighboring states, Connecticut credentials and certifications, and national standards to identify alignment across states and national work
- Coding the interwoven strands (Special Education, Cultural Competence, and Dual Language Learners)
- Referencing seminal work
- A glossary of terms
- Final editing and vetting of the Connecticut document
- Begin development of Core Knowledge and Competency Frameworks or early childhood roles such as Directors, Coaches, Consultants, Specialists, Home Visitors, Higher Education Faculty, Professional Development Designers/Trainers, etc.
- Begin constructing competency-based professional development frameworks and evaluation tools

Our culminating efforts will result in foundational documents outlining the competencies for multiple early childhood roles by which training



and technical assistance will be based to better serve individuals working in those roles. Professional development plans and evaluative measures will assist individuals to grow in their role and explore additional role options as they progress in competency development. To reiterate, ‘research shows that the development of early childhood teachers with these competencies brings great rewards for children’. Connecticut is well on its way to codifying these competencies in alignment with other states to promote regional sharing of expertise and portability of credentials thanks in a large part to the leadership of the Workforce Workgroup and the funding provided by the Connecticut Early Childhood Cabinet.

**APPENDIX A:  
Connecticut's Early Childhood  
Workforce Core Knowledge and  
Competencies Workgroup**

This draft edition of **Connecticut's Early Childhood Workforce Core Knowledge and Competencies Workgroup** is the result of thoughtful collaboration among many early childhood professionals. We thank the following early childhood professionals, representing various sectors, who provided their insight, expertise, tireless assistance and guidance during the writing and review process of **Connecticut's Early Childhood Workforce Core Knowledge and Competencies Workgroup**.

LAST NAME	FIRST NAME	AGENCY	SECTOR REPRESENTING
<b>Core Knowledge and Competency Leadership Team</b>			
Adams	Deborah	Education Consultant	Office of Early Childhood
Brower	Colleen	Education Consultant	Office of Early Childhood
Oliveira	Peg	Education Consultant	Independent Contractor
<b>Core Knowledge and Competency Workgroup Members</b>			
Berrios	Tanya	St. Mark's Day Care Center, Inc.	Teachers, Child Day Care
Casey	Sheila	West Haven Community House	Teachers, Head Start
Castle	Sara	Boys and Girls Club & Family Center of Bristol, Imagine Nation Preschool learning Center	Teachers, School Readiness
Daley	Susan	Willow House Preschool and Early Learning Center	Directors, Center-based
Gill	Renee	CT Family Day Care Association Network (CFDCAN)	Entities, CFDCAN
Helmerich	Lee	Bridgeport School Readiness	Community Networks, School Readiness Councils
Kennen	Kristen	Education Connection	Accreditation Facilitation Project (AFP)
Langer	Pam	CT Parents As Teachers (PAT)	Parents as Teachers Organization
Liberto	Nancy	Early Childhood Teacher Credential	Higher Ed Faculty, 4 year colleges
Mansfield	Kimberly	Goodwin College	Higher Ed Faculty, 2 and 4 year colleges
Meiner	Beryl	Branford Early Learning Center	Directors, Center-based
Memcott	Cheryl	West Haven Community House	Teachers, Head Start
Morgan	David	CT Head Start Association & TEAM, Inc.	Directors, Head Start
O'Brien	Catherine	CT Association for Infant Mental Health (CT-AIMH)	Infant/Toddler Mental Health
Parris	Joan	Norwalk Community College	Higher Ed Faculty, 2 year colleges
Peloso-Ulreich	Tina	Bridgeport Public Schools	Directors, Public Schools
Rader	Ana	All Our Kin, Inc.	Family Child Care
Resnick	Deb	Birth to Three	State Agencies, Department of Developmental Disabilities
Sevell-Nelson	Amy	Educational Consultant	Education Consultants and Coaches
Stabler	Jo-Ann	Charter Oak State College	Higher Ed Faculty, 4 year colleges
Tacchi	Barbara	Waterbury School Readiness	Community Networks, School Readiness
Tenorio, Ed.D	Sue	Early Childhood Special Education	Community Networks, Discovery
Thergood	Naima	St. Mark's Day Care Center, Inc.	Teachers, Child Day Care
Velazquez	Marissa	DC Moore School	Site Coordinators
Watson	Debbie	Post University	Higher Ed Faculty, 4 year colleges
Whitney	Grace	Head Start Collaboration Office	State Agencies, Head Start Collaboration Office

## **APPENDIX B:** **Connecticut's Early Childhood** **Workforce Core Knowledge and** **Competencies Domain Descriptions**

### ***1. Building Meaningful Curriculum***

Early childhood teachers must have a firm understanding of relationship-based practice, personal knowledge of child development and all areas of development, in order to effectively support every child's growth in all domains, including children with special needs. They should be familiar with national and state early learning standards.

Teachers of young children use their knowledge to design, implement, and evaluate experiences that promote positive development and learning for each and every young child; individually and in groups. They use a curriculum-planning process that responds to the strengths, interests, and challenges of the children they teach. Teachers understand the importance of the academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas. Teachers are able to identify resources to deepen their understanding of academic content as needed. They use their own knowledge along with other resources to build a meaningful and appropriately challenging curriculum that achieves comprehensive developmental and learning outcomes for every young child.

They understand the importance of relationships and high-quality interactions in supporting successful learning and they provide a learning environment that is respectful, supportive, challenging and aesthetically pleasing which will have a positive impact on the whole child. They use their experience and knowledge of 1) the early learning standards, 2) current research, theory and best practice of how children learn and develop, 3) child assessment information and 4) the unique interests, strengths and needs of the children and families in the program to design, implement, and evaluate meaningful challenging curriculum for each child.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The CKC's describe the background knowledge and skills teachers need in order to effectively implement the ELDS. It is expected that teachers understand the learning goals and definitions of each learning domain as outlined in the CT ELDS.

### ***2. Using Developmentally Effective Approaches for Teaching and Learning***

Teaching, as defined in this competency, is the use of developmentally effective appropriate strategies and tools to promote development and learning, based on an understanding of the complexity of child characteristics and the intersect of relationships and interaction as the foundation of practice. This competency area focuses on the teacher's role in designing interactions and experiences.

Teachers of young children recognize that teaching is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. Teachers of young children should be familiar with a wide array of approaches, curriculum models, instructional strategies and tools. They understand that children construct knowledge through hands-on, engaging experiences with people and materials. Teachers of young children understand the goals, benefits, and limitations of equipment, materials, and daily routines. They demonstrate the ability to develop positive and respectful relationships that meet the needs of a diverse group of children. They support play as a vehicle for learning.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to guide appropriate approaches for teaching and learning. It is expected that teachers understand the essential dispositions that underpin competent learning and the strategies to support such dispositions.

### ***3. Promoting Child Development and Learning***

Knowledge of child growth and development is the foundation for constructing the developmentally appropriate and meaningful experiences to support children’s learning and development. Teachers of young children should understand how to promote young children’s learning and development by tailoring experiences to nurture young children’s individual nature thus enabling the child to develop his or her full potential.

Teachers working with young children must understand what to expect regarding children’s range of abilities to be able to plan appropriate sequences of action, adjust teaching strategies, and pose manageable tasks and challenges to extend learning for all children. Teachers of young children recognize that while all children are born ready to learn, development in a single domain impacts and is impacted by learning and growth in other domains. They understand key developmental milestones and that development is progressive yet individualized. They should be familiar with various theoretical frameworks of child development, and able use this information to provide appropriate and meaningful early learning experiences for all children. They use their understanding of young children’s characteristics and needs to create learning environments that are respectful, supportive yet challenging and aesthetically pleasing for each child.

In addition to consideration of the child’s age, teachers must consider each child’s individuality in terms of distinct personality, developmental level, temperament, needs, learning styles, and ability levels. This competency includes recognition of the influence of a child’s culture, abilities and special needs. Competent teachers of young children understand that an inclusive environment benefits both children with and without special needs, and be ready to embrace an inclusive philosophy.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The following describes the background knowledge and skills teachers need in order to effectively implement the ELDS.

### ***4. Observing, Documenting and Assessing Young Children***

Assessment is the systematic collection of information and the subsequent analysis of a child’s growth and development processes. 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, are covered in this competency area.

Teachers must understand the goals, uses, benefits, and limitations of various assessment approaches. Teachers of young children must be familiar with multiple forms of assessment, including child observation as well as the use of technology in documentation, assessment and data collection. They recognize that regular and ongoing assessment is central to the practice of early childhood professionals. They conduct systematic observations and document them. They recognize assessment must take place continually over time.

Teachers of young children know that partnerships with families go beyond merely telling family members about the child’s development; it actively seeks the family’s perspective and genuinely uses this information to create a clearer picture of the child’s development. They use assessment methods and tools that are current and congruent with what is known about developmentally appropriate and culturally responsive practice. They also use information from assessments in a responsible way, in partnership with families and other professionals, to inform curricular and instructional modifications and to positively influence the development of every child.

### ***5. Building Family and Community Partnerships***

Families and communities form the context in which children live. Teachers of young children must recognize and respect that all children develop within the context of their families, and therefore embrace a myriad of different family structures and dynamics. This competency encompasses the knowledge, skills, and tendencies 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. Teachers seek out and embrace information from families and use research-based knowledge of family dynamics, family stages and parenthood to support their planning of experiences for the children.

Additionally, this competency area includes the ability to engage the community in support of children, at the local-program level, family home, and in the broader public arena. Teachers of young children understand that successful early childhood care and education depends upon partnerships with children's families and communities. They also understand the complex characteristics of children's families and communities. They use this understanding to create reciprocal relationships that support and empower families.

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

Foundational to all other teaching practices is assuring the health, safety and wellness of young children. The key concept in this competency is that children's health is not simply the absence of illness or injury; it encompasses safety, nutrition, fitness, and physical and emotional health.

Children's safety is the first and foremost responsibility of adults who provide care for them. Safety encompasses not only the physical aspect, but also the social and emotional aspects. Most basically, teachers must be able to ensure children's safety and be prepared to handle emergencies. Teachers of young children also need to stay current on state and federal regulations and research related to children's safety and health. Finally, they should promote the sound health, dental, nutritional, and emotional stability of young children and their families, by modeling these characteristics and connecting families to culturally appropriate community health resources.

#### **7. *Professionalism***

Teachers should identify and conduct themselves as members of the early childhood profession. They must know and use ethical guidelines and other professional standards related to early childhood practice. They should be committed to continuous, collaborative learning regarding their profession and to lifelong personal and professional growth. They value knowledgeable feedback, reflective input and critical perspectives on their work. They use such input to make informed decisions that integrate knowledge from a variety of sources.

Early childhood educators need to understand the complex services that constitute and shape the early care and education system; their own participation as leaders; and their organizations' roles. They should be aware of larger public and private systems that shape the quality of services available to children and families. They are informed advocates for sound educational practices and policies. They value the diversity of lifestyles, languages, beliefs, and cultural backgrounds that can be found in all aspects of our society, and advocate for policies which are free of bias and responsive to the differences in the needs of children.



**APPENDIX C:**  
**Core Knowledge and**  
**Competency Framework:**  
**Adaptation of Bloom's Taxonomy**

The following is an adaptation to the revised version of Bloom's Taxonomy to describe progressive complexity of thinking about the competencies associated with Connecticut's Core Knowledge and Competencies (CKC's). Keep in mind the following important points:

- These levels are not to be associated with the progression along the career pathway.
- This information can be used for building professional learning experiences that assist individuals to progress in their ability to make decisions about their practice.
- This theoretical framework provides a roadmap for professional learning design and does not equate to any specific credential, license, or certification.

LEVEL	DEFINITION
Level 1: Knowledge and Understanding	Can name, recognize, recall relevant information from long-term memory, understand its content and construct meaning.
Level 2: Applying	Can apply content knowledge and information in the classroom setting. Carrying out or using a procedure through executing or implementing.
Level 3: Analyzing and Emergent Evaluating	Can break material into its component parts, in order to understand and determine how they relate to one another, and to an overall structure or purpose. Begins to compare, contrast, and experiment by differentiating, organizing, and identifying attributes.
Level 4: Evaluating and Creating	<p>Can critically reflect on knowledge and application, bringing together the knowledge in new combinations, thinking creatively about the knowledge to solve new problems, and working to change policies and practices that are not aligned with research-based best practices.</p> <p>Can make judgments about the merit of ideas, materials and methodologies by applying accepted standards and criteria, and if necessary, expanding upon them.</p> <p>Can think creatively. Is able to combine concepts and/or components to develop original ideas and new ways of looking at, and understanding, elements.</p>

## **APPENDIX D:** **Core Knowledge and Competencies:** **Domains, Indicators and Levels**

### **I. Building Meaningful Curriculum**

Early childhood teachers must have a firm understanding of relationship-based practice, personal knowledge of child development and all areas of development, in order to effectively support every child's growth in all domains, including children with special needs. They should be familiar with national and state early learning standards.

Teachers of young children use their knowledge to design, implement, and evaluate experiences that promote positive development and learning for each and every young child; individually and in groups. They use a curriculum-planning process that responds to the strengths, interests, and challenges of the children they teach. Teachers understand the importance of the academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas. Teachers are able to identify resources to deepen their understanding of academic content as needed. They use their own knowledge along with other resources to build a meaningful and appropriately challenging curriculum that achieves comprehensive developmental and learning outcomes for every young child.

They understand the importance of relationships and high-quality interactions in supporting successful learning and they provide a learning environment that is respectful, supportive, challenging and aesthetically pleasing which will have a positive impact on the whole child. They use their experience and knowledge of 1) the early learning standards, 2) current research, theory and best practice of how children learn and develop, 3) child assessment information and 4) the unique interests, strengths and needs of the children and families in the program to design, implement, and evaluate meaningful challenging curriculum for each child.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The CKC's describe the background knowledge and skills teachers need in order to effectively implement the ELDS. It is expected that teachers understand the learning goals and definitions of each learning domain as outlined in the CT ELDS.

## Domain: Building Meaningful Curriculum (FED)

### BEHAVIOR AND SKILL DEMONSTRATING INDICATOR

Thread Special Education, Dual Language Learning, Cultural Responsiveness and code by using: SE, DLL, CR

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The following describes the background knowledge and skills teachers need in order to effectively implement the ELDS. It is expected that teachers understand the learning goals and definitions of each learning domain as outlined in the CT ELDS.

### SUB-DOMAIN: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM (NAEYC) [IIIA]

CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Building Curriculum	<p>Has basic knowledge of the following content/academic areas: language and literacy; the arts; mathematics; physical activity and health; science and nutrition; and social studies, with special depth in the areas of language and literacy. (ECTC) [IIIA1 Level 1]</p> <p>Implements curriculum according to plans developed for children by staff. [IIIE1 Level 1] (ECTC, NAEYC)</p> <p>Demonstrates full understanding of and skill in use of program curricula. [IIIE1 Level 1] (ECTC, NAEYC)</p> <p>Understands that curriculum resources (books, website resources and commercially prepared curricula) vary in quality and that high quality resources reflect the knowledge and principals of early childhood development and learning. [IIIC2 Level 1]</p>	<p>Applies knowledge of quality curriculum to identify high quality resources (books, website resources and commercially prepared curricula). [IIIC2]</p> <p>Demonstrates familiarity with authoritative resources to supplement their own content knowledge (ECTC B). [IIIA1 Level 3]</p> <p>Engages in work that demonstrates the basic knowledge and skill in the following content/academic areas: language and literacy; the arts; mathematics; physical activity and health; science and nutrition; and social studies, with special depth in the areas of language and literacy (ECTC A). [IIIA1 Level 2]</p>	<p>Participates in the selection of and advocates for high quality, developmentally appropriate curriculum resources. [IIIC2 Level 4]</p> <p>Engages in work that reflects advanced knowledge and skill in the development of learning in each content area: language and literacy; the arts; mathematics; physical activity and health; science and nutrition; and social studies, with special depth in the areas of language and literacy (ECTC B). [IIIA1 Level 3]</p> <p>Clarifies goals and features of specific curriculum in use. [IIIE1 Level 3]</p> <p>Uses their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful challenging curriculum for each child. [IIIE1 Level 3]</p>	<p>Recommends curricula that are developmentally, culturally-linguistically appropriate and responsive to the needs and interests of children. [IIIE1 Level 4] (CR)</p> <p>Engages in action research to investigate the inter-relationship between content areas and creates multi-modality methods of delivery. [IIIA1 Level 4]</p> <p>Analyzes the effectiveness of curriculum through the lens of family, culture and community factors. [IIIE1 Level 4]</p>
Language development and communication. [IIIA2] (ELDS)	<p>Has basic knowledge of how language and communication skills develop sequentially and is dependent on infant, toddler and preschooler experiences (RI). [IIIA2 Level 1]</p>	<p>Plans and implements meaningful and intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand and be able to do</p>	<p>Works with children and their families, using community resources as needed, to maintain the child's home language (RI) (DLL). [IIIA2 Level 3]</p>	<p>Analyzes and evaluates current theory and research pertaining to language development and communication to expand</p>

	<p>Understands that Dual Language Learners must have opportunities to progress in their home language as they are learning English (RI) (DLL).</p> <p>Recognizes that a rich vocabulary provides a strong foundation for later literacy. [IIIA2 Level 1]</p> <p>Engages in meaningful and extended conversation with individual children each day. [IIIA2 Level 1]</p> <p>Practices communicating with children in ways that respect family culture by acknowledging special words, names, routines, etc. (NH, pg 18). [IIIA2 Level 1] (DLL) (CR) (NY)</p> <p>Clarifies pronunciation of the child's name and provides linguistically and culturally appropriate materials. (DLL) (CR)</p>	<p>in the domain of language development and communication on a regular basis (RI, NY). [IIIA2 Level 2]</p> <p>Applies strategies in the classroom so that Dual Language Learners have opportunities to progress in their home language as they are learning English (RI) (DLL). [IIIA2 Level 2]</p> <p>Learns and uses culturally appropriate phrases in the child's first language and models good listening skills. (DLL) (CR)</p> <p>Engages in meaningful, contextual conversations with young children, using new words and their meanings, planning intentional environments and experiences to spark language. [IIIA3 Level 2]</p>	<p>Incorporates research-based individualized instruction designed to promote English language development of Dual Language Learners (RI) (DLL) [IIIA2 Level 3]</p> <p>Demonstrates growing abilities to verbally stimulate conversation with DLLs using English. (DLL)</p> <p>Understands the stages of second language acquisition, receptive and expressive language. (DLL)</p>	<p>and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice (RI pg 31). [IIIA2 Level 4]</p> <p>Analyzes other curricular areas and creates opportunities to foster language and communication through other content area experiences. [IIIA2 Level 4]</p> <p>Demonstrates a variety of strategies that respond to the child's behaviors as they progress through different stages of second language acquisition. [VIIB3 Level 4] (DLL)</p>
<p>Domains of Learning (ELDS)</p> <ul style="list-style-type: none"> <li>• Mathematics [IIIA4]</li> <li>• Science [IIIA5]</li> <li>• Creativity, arts and expression. [IIIA6]</li> </ul> <p>Physical health and development [IIIA7]</p> <ul style="list-style-type: none"> <li>• Social studies [IIIA8]</li> <li>• Technology and media [IIIA9]</li> <li>• Logic and reasoning [IIIA11]</li> </ul>	<p>Understands the learning goals and definitions of these domains as outlined in the ELDS. [IIIA4 Level 1] (ELDS)</p> <p>Understands that development in these domains is sequential and is dependent on infant, toddler and preschooler experiences (RI pg 32). [IIIA3 Level 1]</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand and be able to do in the domain of literacy (RI pg 32). [IIIA3 Level 2]</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in these domains to develop and implement a comprehensive, integrated curriculum (RI pg 32). [IIIA3 Level 3]</p>	<p>Analyzes and evaluates current theory and research pertaining to these domains to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice (RI pg 32). [IIIA3 Level 4]</p>

<b>SUB-DOMAIN: Contextual Factors in Building Meaningful Curriculum</b>				
<b>CATEGORY</b>	<b>Level 1: Beginning</b>	<b>Level 2:</b>	<b>Level 3:</b>	<b>Level 4: Advanced</b>
Developmentally Appropriate Learning Environment [IIC] (VT) (NAEYC)	<p>Is committed to creating an inclusive classroom that values the inclusion of all children and benefits all children. [IIB2 Level 1] (SE) (NY)</p> <p>Creates an environment – using the space, the materials and the routine – that encourages play, exploration and learning (VT) [IC1 Level 1]</p> <p>Understands that staff physical position in the classroom or playground impacts supervision of children.</p> <p>Adapts environment to accommodate children with special needs. [IIC1 Level 1](SE)</p> <p>Designs the environment so that each child has a space for personal items to ensure his/her sense of belonging and security within the community. [IIC1 Level 1] (NY)</p> <p>Adapts the indoor and outdoor environment, equipment, materials, experience and activities based upon information gathered in the process of curriculum planning. [IIC1 Level 1]</p> <p>Creates environment that allows children to spend time alone, in small groups, and in large group settings. [IIC1 Level 1] (NY)</p> <p>Supports an environment with developmentally appropriate toys, materials and environmental arrangement to promote development (M) [IIC1 Level 1]</p> <p>Understands and values access to the least restrictive environment. [IIB2 Level 1](SE)</p>	<p>Regularly uses some strategies to ensure proper supervision.</p> <p>Prepares and guides children as appropriate in their engagement in and use of the indoor and outdoor environment, equipment, materials, experience and activities. [IIC1 Level 2]</p> <p>Applies knowledge about children’s learning and development to create healthy, respectful, supportive and challenging learning environments. [IIC1 Level 2]</p> <p>Plans the classroom/environment and learning experiences in consultation, as appropriate, with service providers to meet legal requirements as well as children’s individual needs and interests. [IIC1 Level 2]</p>	<p>Analyzes classroom layout to optimize supervision.</p> <p>Analyzes and evaluates the environment when trying to find causes for challenging behaviors. Makes changes as needed. [IIC1 Level 3] (SE)</p> <p>Assesses and adjusts environments based on knowledge of children’s learning goals. [IIC1 Level 3]</p> <p>Collaborates with staff and colleagues to ensure that all children participate fully in indoor and outdoor learning opportunities. [IIC1 Level 4]</p>	<p>Uses numerous supervision strategies consistently.</p> <p>Analyzes, evaluates and applies current theory and research on learning environments and various teaching approaches. [IIC1 Level 4]</p> <p>Advocates for access to appropriate learning environments. [IIC1 Level 4]</p>
Interactions with Materials [IIB3]	<p>Understands that children learn through interaction with materials as they explore, problem-solve and discover. [IIB3 Level 1]</p> <p>Utilizes materials that demonstrate acceptance of all</p>	<p>Facilitates children’s learning as they interact with materials to explore, problem-solve, and discover. [IIB3 Level 2]</p>	<p>Reflects on children’s learning through their interactions with materials as they explore, problem-</p>	<p>Evaluates materials choices to enhance various learning experiences and</p>

	<p>children’s gender, family, race, culture and special needs. [IIC2 Level 1] (NY) (SE) (CR)</p> <p>Chooses toys and materials that children find interesting and keeps multiples of favorites. [IIC2 Level 1]</p> <p>Utilizes knowledge of child development and individual children to select materials. [IIC2 Level 2] Level 2]</p>	<p>Appropriately uses technology (computers, digital and video) to support children’s learning. [IIE1 Level 2]</p> <p>Intentionally selects and rotates materials that reflect children’s interests, learning styles and stages of development. [IIC2 Level 3] (NY)</p> <p>Provides open-ended materials that encourage problem solving and creativity and challenge children to construct knowledge in various domains. [IIC2 Level 3]</p>	<p>solve, and discover in order to deepen understanding. [IIB3 Level 3]</p> <p>Adapts and modifies materials to accommodate children with special needs. [IIC2 Level 1] (SE)</p> <p>Uses technology, including adaptive technology, in appropriate ways (VT) [IC1Level 2]</p>	<p>support optimal development. [IIB3 Level 4]</p> <p>Critically reflects on the possible use of materials, including assistive technology to meet specific needs of selected students with varying abilities. [ID2 Level 4] (SE)</p>
<p>Daily Routines and Structural Support (NAEYC)</p>	<p>Uses everyday classroom routines to deliver meaningful curriculum. [IIE1 Level 1]</p> <p>Has a daily routine that is predictable yet allows flexibility to support children’s abilities and interests (VT) [IC1Level 1]</p> <p>Maintains a daily schedule that provides balance between active and quiet, child-directed and teacher-directed, individual and group, and indoor and outdoor activities. [IIE1 Level 1]</p> <p>Supports children with separation and transition. [VIIB2Level1]</p>	<p>Uses routine activities (diapering, dressing) and daily transition times to support curricular/learning goals (VT) [ IC1Level2]</p> <p>Plans transitions which are efficient and maximize learning opportunities. [IIE1 Level 2]</p> <p>Establishes and maintains a daily schedule that is flexible and responsive to the needs and interests of the group and the individuals within the group. [IIE1 Level 2]</p>	<p>Creates environments that are culturally, ethnically, racially, linguistically diverse (VT) [IC1Level 3] (CR)</p> <p>Observes the environment and makes adjustments to reduce behavior issues and maximizes appropriate use of materials (VT) [IC1Level 3] (FED)</p>	<p>Analyzes and adapts daily schedule to reflect the needs and interests of the group and the individuals within the group. [IIE1 Level 3]</p>
<p>Families and Communities [IID]</p>	<p>Understands that families should be involved in the creation and/or implementation of curriculum. [IID1 Level 1]</p> <p>Supports parents by suggesting how they can promote and retain first language development.</p>	<p>Creates an environment reflective of the diversity of families enrolled as well as the larger society including those with special needs and people from many ages. [IID1 Level 2] (NAEYC) (FED)</p> <p>Uses families as a resource to implement the curriculum (read to the class, bring in materials, talk about their home life with children). [IID1 Level 2] (DLL)</p>	<p>Uses the community around them as a resource when building curriculum. [IID1 Level 3] (SE) (CR)</p> <p>Is responsive to community needs when building curriculum. [IID1 Level 3] (CR)</p>	<p>Utilizes families to evaluate the curriculum and determine if it is meeting the mission of the program. [IID1 Level 3]</p>

## II. Using Developmentally Effective Approaches For Teaching and Learning

Teaching, as defined in this competency, is the use of developmentally effective appropriate strategies and tools to promote development and learning, based on an understanding of the complexity of child characteristics and the intersect of relationships and interaction as the foundation of practice. This competency area focuses on the teacher’s role in designing interactions and experiences.

Teachers of young children recognize that teaching is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. Teachers of young children should be familiar with a wide array of approaches, curriculum models, instructional strategies and tools. They understand that children construct knowledge through hands-on, engaging experiences with people and materials. Teachers of young children understand the goals, benefits, and limitations of equipment, materials, and daily routines. They demonstrate the ability to develop positive and respectful relationships that meet the needs of a diverse group of children. They support play as a vehicle for learning.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to guide appropriate approaches for teaching and learning. It is expected that teachers understand the essential dispositions that underpin competent learning and the strategies to support such dispositions.

### Domain: Using Developmentally Effective Approaches for Teaching and Learning

#### BEHAVIOR AND SKILLDEMONSTRATING INDICATOR

Thread Special Education, Dual Language Learning, Cultural Responsiveness and code by using: SE, DLL, CR

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to guide appropriate approaches for teaching and learning. It is expected that teachers understand the essential dispositions that underpin competent learning and the strategies to support such dispositions.

#### SUB-DOMAIN: FOSTERING COMPETENT LEARNERS (ELDS)[IA] (FED)

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
<b>Essential Dispositions [IA1] (ELDS0 (NAEYC)</b>	Understands the role and strategies for positive classroom management and positive child behaviors to support learning (ELS) [IA1Level 1] (ECTC)  Encourages children to positively interact with adults and peers to support collaborative learning ) [IA1Level 1]	Encourages children to use critical thinking skills to help them organize information [IA1Level 2]  Understands higher order thinking framework (Bloom’s Taxonomy) as a structure to plan engaging experiences that foster such thinking. [IA1Level 2]	Analyzes children’s specific needs and tailors his/her strategy to help children develop creative thinking and problem solving. [IA1Level 3]  Creates multiple opportunities for children to develop their creative thinking and problem solving skills.	Continuously researches and applies innovative approaches to expand own repertoire of instructional approaches. [IIIE1]

	<p>Fosters children’s ability to adapt to new situations and children’s interests ) [IA1Level 1]</p> <p>Encourages children to explore and see new information and ask questions) [IA1Level 2]</p>	<p>Uses questioning techniques and builds experiences based on higher order thinking model. [IA1Level 3]</p>	<p>[IA1Level 4]</p> <p>Engage children in situations/experiences where reflection is required.</p>	<p>Level 4]</p>
<p><b>Interactions and Experiences (VT) [IB1] (NAEYC)</b></p>	<p>Understands that learning is facilitated through adult-child interactions. [IIB2 Level 1]</p> <p>Promotes positive relationships and respectful and supportive interactions among teachers, families and children. [IIIE2 Level 2] (NAEYC) (CR)</p> <p>Responds to children’s initiations and requests, including the nonverbal cues of infants and toddlers (VT) [IB1Level 1]</p> <p>Understand the importance of trusting relationships with children where they feel safe, secure, and valued (VT) [IB1Level 1] (ECTC)</p> <p>Understands that positive relationships with children, families and teachers are a foundation for all healthy development and learning. [IIIE2 Level 1] (NAEYC) (CR) (VT)</p>	<p>Establishes individual relationships with each child through one-on-one interactions, individualized observations, and conversations with family members. Develops attached relationships with those for whom she is primary caregiver. [IIB2 Level 2]</p> <p>Demonstrates and facilitates developmentally appropriate interactions between and among children and adults to support learning. [IIB2 Level 2]</p> <p>Promotes positive, pro-social relationships among children and helps each child feel accepted (VT) [IB1Level 2] (ECTC)</p> <p>Guides children to resolve interpersonal conflicts and solve problems with others (VT) [IB1Level 2]</p>	<p>Encourages children to develop independence by providing physical and emotional security and opportunities for children to master new skills, experiences success, and safely take risks (VT) [IB1Level 3]</p> <p>Evaluates a variety of positive guidance techniques and selects appropriate methods for the specific situation or child (VT) [IB1Level 3] (ECTC)</p> <p>Reflects on situations in order to identify when to interact with a child to deepen the child’s understanding.</p>	<p>Models positive relationships and respectful and supportive interactions among children, families, teachers and other professionals. [IIIE2 Level 4] (NAEYC)</p> <p>Analyzes own relationships and interactions with children, families and teachers and implements strategies to continuously improve relationships. [IIIE2 Level 3] (CR) (NAEYC)</p>

**SUB-DOMAIN: TEACHING & FACILITATING (IIIE)**

CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
<p><b>Intersect of Content and Implementation</b></p>	<p>Has a beginning understanding of current theoretical perspectives and research specific to teaching and facilitating. [IIIE1 Level 1]</p> <p>Has working knowledge of principles of the CT. Preschool Curriculum Framework and/or other early learning curricula. [IIIE1 Level 1]</p> <p>Curriculum goals and objectives guide teachers ongoing assessments of children’s progress (NAEYC 2.A.05) [IIIE1 Level 1]</p>	<p>Identifies and applies sound theoretical perspectives that undergird teaching strategies. [IIIE1 Level 2]</p> <p>Develops program policies and methodology that supports children’s learning in all domains. [IIIE1 Level 2]</p> <p>Able to explain to staff, colleagues and families the principles of curriculum planning: observation, assessment, documentation, interpretation, planning and implementation.</p>	<p>Consistently, with family input, incorporates family, culture and community factors into curriculum planning. [IIIE1 Level 3] (CR)</p> <p>Monitors program practices for consistency with principles of developmentally, culturally-linguistically appropriate curriculum planning. [IIIE1 Level 3] (CR)</p> <p>Analyzes and integrates sound</p>	<p>Applies information from related fields such as health, mental health, etc to develop a holistic approach to early childhood education (RI 48). [VIA1Level 3]</p>



	<p>Understands the importance of incorporating family, culture, and community factors when planning curriculum. [IIIE1 Level 1] (NAEYC) (CR)</p> <p>Understanding of health and impact on children's learning and development.</p>	<p>[IIIE1 Level 2]</p> <p>Incorporates family, culture and community factors into curriculum planning. [IIIE1 Level 2] (CR)</p>	<p>theoretical perspectives into teaching strategies in curriculum development. [IIIE1 Level 3]</p> <p>Engages staff, colleagues and families in discussing curricular goals along a developmental continuum. [IIIE1 Level 3]</p>	
<p><b>Uses a diversity of instructional approaches [IIIE1] (NAEYC) (ECTC B)</b></p>	<p>Understands and values play as one of the primary vehicles for learning in all domains. [IIIB1 Level 1] (ECTC A)</p> <p>Creates experiences that are based on children's natural curiosity, deepen their knowledge, and sustain active engagement with materials and ideas. [IIIB1 Level 1] (ELDS) (NY)</p> <p>Creates experiences that are planned in a way that infuses diversity and meets the needs of children with special needs, children that are Dual Language Learners and children from diverse backgrounds. [IIIB1 Level 1] (DLL)</p> <p>Demonstrates recognition of the various strengths, their characteristics and their impact upon the teaching-learning process. [ID2 Level 1]</p> <p>Recognizes that developmentally appropriate practice includes both typical developmental characteristics as well as those that are unique to each child (RI 27)</p> <p>Understands that curriculum is delivered in part through genuine and nurturing relationships. [IIIB2 Level 1]</p> <p>Identifies a variety of positive guidance techniques (VT) [IB1Level 1]</p>	<p>Implements a learning environment that maximizes play as a vehicle for learning. [IIIB1 Level 2]</p> <p>Utilizes engaging conversations with adults and thought provoking questions with adults to facilitate learning. [IIIB2 Level 2]</p> <p>Plans and implements developmentally appropriate learning experiences that are tailored to each child's interests, learning styles and individual stage of development and unique needs to create meaningful play opportunities and enable a child to develop his or her full potential. [IIIB2 Level 1] (DLL)</p> <p>Provides meaningful individualized instruction for children with strengths, varying abilities and behaviors. [ID2 Level 2] (SE) (ECTC A)</p> <p>Sets realistic expectations for young children for behavior and apply appropriate child guidance strategies according to the individual child and the situation (ECTC A).</p> <p>Uses a variety of positive guidance strategies that respect children and teach appropriate social skills (VT) [IB1Level 2]</p>	<p>Engages staff, colleagues and families in discussion about the benefit, characteristics and limitations of child-initiated play and exploration and adult-facilitated strategies that support learning and development. [IC2Level 3]</p> <p>Collaborates with other significant adults in planning appropriate activities, routines and experiences for individual children including special needs and dual language learners [VIIA1 Level 2]. (SE) (DLL)</p> <p>Analyzes the impact of parent/family understanding and acceptance of a child's disability upon the child's cognitive and social abilities, attitudes, values, and interests. [ID2 Level 3] (SE)</p>	<p>Continually analyzes and revises planned play experiences to deepen children's understanding of concepts. [IIIB1 Level 4] (ECTC B)</p> <p>Integrates the use of accommodations and modifications as an increase of self-regulation and independence of students with disabilities. [ID2 Level 4] (ECTC B) (SE)</p>
<p><b>Individual Ways of Knowing and Learning [IIIB4]]</b></p>	<p>Recognizes that each child is unique and learns in a distinctive way. [IIIB4 Level 1]</p> <p>Show genuine interest in children's experiences, ideas and work and focus' activities on children's</p>	<p>Provides opportunities and experiences to support each child's unique and distinctive way of knowing and learning. [IIIB4 Level 2] (ECTC A)</p>	<p>Utilizes knowledge about individual children with special needs and consistently makes accommodations and adaptations to ensure their inclusion. [ID1Level 3]</p>	<p>Uses information gained from multiple sources to provide welcoming strategies matched</p>

<p><b>(NAEYC)</b> <b>(ECTC B)</b></p>	<p>interest areas (NY) [IIIE1 Level 1] (NAEYC)</p> <p>Is attentive and responsive to children’s needs, interests and verbal and non-verbal cues (NY) [IIIE1 Level 1] (NAEYC) (CR) (DLL)</p> <p>Recognizes that children need time to grasp concepts or practice skills. [ID1Level 1] (ELDS)</p> <p>Understands and values that each child has unique characteristics including developmental levels, learning styles, temperament, and interests. [ID3 Level 1] (ECTC A)</p> <p>Understands that children’s development can be impacted by a myriad of short and long-term risk factors such as poverty, illness, changes in family structure, etc. [ID3 Level 1]</p>	<p>Responds consistently to each child’s individual needs. [IIIE2 Level 2] (NAEYC)</p> <p>Uses responses to children’s questions as a means to reinforce or expand upon concepts. [ID1Level 2]</p> <p>Anticipates emerging skills and plans experiences to allow children to build and extend knowledge and skills over time. [ID1Level 2]</p>	<p>(ECTC B) (SE)</p> <p>Analyzes own instructional approaches to support individual children’s development and learning. [IIIE1 Level 3]</p> <p>Collaborates with a multi-disciplinary team and participates as appropriate in the development of IEPs that incorporate effective practices and focus on families’ priorities and concerns, as well as children’s development and interests. [ID1Level 3] (SE)</p> <p>Reflects upon emerging skills and plans experiences to allow all children with differing learning styles to build and extend knowledge and skills over time. [ID1Level 3]</p> <p>Pays close attention to the level of support a child needs to perform a task and acknowledges even small amounts of progress. [VC1Level 1] (SE) (ELDS) (DLL)</p>	<p>for each child’s individual needs including culture and language. {IC1Level 4} (ECTC B)</p> <p>Communicates with staff, families and colleagues to support children’s learning through repetition in building and extending children’s knowledge and skills. [ID1Level 4] (ECTC B)</p> <p>Evaluates learning experiences through the lens of current theory and research about children’s ways of knowing and learning. [IIIB4 Level 4]</p>
---	---	--	---	--

DRAFT

### III. Promoting Child Development and Learning

Knowledge of child growth and development is the foundation for constructing the developmentally appropriate and meaningful experiences to support children’s learning and development. Teachers of young children should understand how to promote young children’s learning and development by tailoring experiences to nurture young children’s individual nature thus enabling the child to develop his or her full potential.

Teachers working with young children must understand what to expect regarding children’s range of abilities to be able to plan appropriate sequences of action, adjust teaching strategies, and pose manageable tasks and challenges to extend learning for all children. Teachers of young children recognize that while all children are born ready to learn, development in a single domain impacts and is impacted by learning and growth in other domains. They understand key developmental milestones and that development is progressive yet individualized. They should be familiar with various theoretical frameworks of child development, and able use this information to provide appropriate and meaningful early learning experiences for all children. They use their understanding of young children’s characteristics and needs to create learning environments that are respectful, supportive yet challenging and aesthetically pleasing for each child.

In addition to consideration of the child’s age, teachers must consider each child’s individuality in terms of distinct personality, developmental level, temperament, needs, learning styles, and ability levels. This competency includes recognition of the influence of a child’s culture, abilities and special needs. Competent teachers of young children understand that an inclusive environment benefits both children with and without special needs, and be ready to embrace an inclusive philosophy.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The following describes the background knowledge and skills teachers need in order to effectively implement the ELDS.

#### Domain: Promoting Child Development and Learning

##### BEHAVIOR AND SKILL DEMONSTRATING INDICATOR

Thread Special Education, Dual Language Learning, Cultural Responsiveness and code by using: SE, DLL, CR

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The following describes the background knowledge and skills teachers need in order to effectively implement the ELDS.

##### SUB-DOMAIN: CHILD DEVELOPMENT

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
General Knowledge of Domains, Stages and Milestones (N), RI, NAEYC [VIIA]	Knows and recognizes developmental differences and needs.  Understands that children’s development includes several interrelated domains - physical, cognitive, social and emotional	Displays in their work knowledge about individuality in the basic topics of infancy and early childhood development or more advanced knowledge in one	Begins to apply knowledge about children with special needs and makes accommodations and adaptations to ensure their	Analyzes and evaluates own practice in relationship to current theory and research on child growth and development and applies new knowledge to one’s

	<p>– that influence each other and develop simultaneously (RI 26) [VIIA1] (NAEYC) (ECTC A)</p> <p>Recognizes the major developmental milestones of children birth to age five (RI 26). [VIIA1 Level 1] (NAEYC)</p> <p>Understands that each child’s development typically proceeds in a predictable and recognizable sequence (RI 26) with variations due to distinct personality, inherited traits and unique temperament, allowing children to develop at their own pace. [VIIA1 Level 1] (NAEYC)</p> <p>Knows that face-to-face interactions which include rich and varied language are crucial to development. [VIIC1 Level 1] (CR)</p> <p>Recognizes and provides for adaptations to the environment and activities to allow those with special needs to engage in healthy mind and body experiences (CR, SE) [IVC1Level 1]</p>	<p>developmental phase (ECTC A). [VIIA1 Level 2] (ECTC A)</p> <p>Understands current research regarding the importance of early experiences on the development of the brain. [VIIA1 Level 2] (NAEYC)</p> <p>Uses knowledge of child development in order to provide developmentally appropriate and engaging experiences and interactions. [VIIA1 Level 2] (NAEYC)</p>	<p>inclusion. [VIIA1 Level 2] (SE)</p> <p>Demonstrates an understanding of and applies in the program setting 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 (ECTC B). [VIIA1 Level 3] (NAEYC)</p>	<p>practice. [VIIA1 Level 4]</p>
<p>Fostering Healthy Attachment and Relationships [VIIB]</p>	<p>Understands the importance of healthy attachment and resiliency of young children (RI 26) [VIIB1 Level 1] (CTAIMH-E, Level I, p.2) [VIIB2 Level 2] (NAEYC) (VT)</p> <p>Helps children to achieve self-regulation and acquire coping skills (NY pg 11) [VIIB1 Level 1]</p> <p>Provide children with positive relationships that foster social and emotional development [VIIB2] (NAEYC)</p> <p>Is aware of diverse family structures and</p>	<p>Uses knowledge of healthy attachment theory to support children’s personal connections with adults and peers, and help them prepare for separation e.g. during changes in staffing patterns and prolonged absences. [VIIB1 Level 2] (VT)</p> <p>Explains the variety of ways children experience grief and loss and how they relate to attachment (NH pg 13). [VIIB1 Level 2]</p> <p>Identifies basic strategies that communicate a safe and</p>	<p>Differentiates between over dependency upon parents and lack of opportunities to exercise independence. [VIIB1 Level 3]</p> <p>Responds appropriately to the variety of ways children experience grief and loss. [VIIB1 Level 3]</p> <p>Advocates for continuity of care within the classroom and program to ensure that children are able to form a relationship with a consistent caregiver. [VIIB2 Level42] (NAEYC)</p>	<p>Creates a systemic approach to community outreach to ensure continuity of services for children, staff and families who experience grief and loss. [VIIB1 Level 4] (NAEYC)</p> <p>Promotes parent/caregiver competence in:</p> <ul style="list-style-type: none"> <li>• Facing challenges</li> <li>• Resolving crises and reducing the likelihood of future crises</li> <li>• Solving problems of basic needs and familial conflict</li> </ul>

	<p>cultural differences in child rearing practices and beliefs (NH pg 29) in order to promote healthy attachments. [VIIB1 Level 1] (CR)</p> <p>Understanding and identifying each child’s ethnic and cultural values. [VIIB3 Level 1]</p>	<p>welcoming environment for children and families. [VIIB3 Level 2] (NAEYC)</p> <p>Establishes trusting relationships that supports the parent(s) and young child in their relationships with each other and that facilitates needed change (CTAIMH-E Level 1, p. 3). [IIB3Level 1] (NAEYC)</p>	<p>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. [VIIB3 Level 3] (DLL)</p>	<p>• (CTAIMH-E, Level I, p.3) [VIIB3 Level 1]</p>
<b>SUB-DOMAIN: INFLUENCES ON DEVELOPMENT</b>				
<b>INDICATOR</b>	<b>Level 1: Beginning</b>	<b>Level 2:</b>	<b>Level 3:</b>	<b>Level 4: Advanced</b>
<p>Environmental Influences (N) [VIIC]</p>	<p>Recognizes that there are multiple environmental influences including home language, culture, family composition, ethnicity, home environment, and community characteristics that affect the development and learning of children in both positive and negative ways (RI 27) [VIIC1] (NAEYC) (CR) (ECTC A)</p> <p>Uses knowledge of environmental influences to adapt environments and learning experiences for individual children. [VIIC1 Level 3] (ECTC A)</p> <p>Investigates and provides for children’s sensory preferences (NY).</p>	<p>Create environments for young children that are inclusive of children with diverse learning needs and support children’s health, respect their culture, unique family composition and individuality, promote positive development, and challenge children to gain new competencies (ECTC B).</p> <p>Provide activities that are coherent with respect to their intended goals for early learning, drawing across multiple systems of influences and aspects of development to support the whole young child (ECTC B). [VIIC1 level 3]</p> <p>Creates environments for young children that support children’s health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies (ECTC A). [VIIC1 Level (CR)</p>	<p>Demonstrate their understanding of the essentials of developmental research and describe the principles that they are using as the basis for creating effective learning environments for all young children (ECTC B). [VIIC1 Level 3]</p> <p>Analyzes, evaluates and applies current theory and research related to environmental influences and applies that knowledge to one’s practice. [VIIC1 Level 4] (ECTC B)</p>	

<p>Risk factors impacting children (N) [VIID]</p>	<p>Recognizes that children’s growth and development can be impacted by short and long term risk factors, such as socioeconomic level, access to resources, poverty, illness, family dynamics, health, access to health services (physical, dental, and mental), lack of access to play environments, changes in family structure, stressful environments, community tragedies [VIID1] (ECTC A)</p>	<p>Applies knowledge of child development to identify and be responsive to the impact of risk factors on child development. [VIID1 Level 2] (ECTC B)</p> <p>Provides direct care and teaching/developmental activities to infant, 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) (CTAIMH-E, Level I, p.3) [VIID1 Level 1] (ECTC A)</p>	<p>Identifies appropriate resources and services to address risk factors impacting children, and partners with families to make appropriate referrals where needed. [VIID1 Level 3]</p> <p>Applies strategies to support children’s resiliency to mitigate the impact of potential risk factors in their lives. [VIID1 Level 3] (ECTC B)</p>	<p>Analyzes, evaluates and applies current theory and research related to risk factors and applies that knowledge to one’s practice. [VIID1 Level 4] (ECTC B)</p>
<p>Special Needs (RI)</p>	<p>Is aware of laws and policies in the field of special education and treatment of individuals with special needs. [IIC1 Level 1] (SE)(NAEYC)</p> <p>Knows where to access resource and referral sources for assistance with Birth to 3 and preschool special education. [IVA1 Level 1] (NAEYC)</p>	<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">DRAFT</p>		

## IV. Observing, Documenting and Assessing to Support Young Children and Families

Assessment is the systematic collection of information and the subsequent analysis of a child’s growth and development processes. 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, are covered in this competency area.

Teachers must understand the goals, uses, benefits, and limitations of various assessment approaches. Teachers of young children must be familiar with multiple forms of assessment, including child observation as well as the use of technology in documentation, assessment and data collection. They recognize that regular and ongoing assessment is central to the practice of early childhood professionals. They conduct systematic observations and document them. They recognize assessment must take place continually over time.

Teachers of young children know that a partnership with families goes beyond merely telling family members about the child’s development; it actively seeks the family’s perspective and genuinely uses this information to create a clearer picture of the child’s development. They use assessment methods and tools that are current and congruent with what is known about developmentally appropriate and culturally responsive practice. They also use information from assessments in a responsible way, in partnership with families and other professionals, to inform curricular and instructional modifications and to positively influence the development of every child.

### Domain: Observing, Documenting and Assessing to Support Young Children and Families

#### BEHAVIOR AND SKILL DEMONSTRATING INDICATOR

Thread Special Education, Dual Language Learning, Cultural Responsiveness and code by using: SE, DLL, CR

#### SUB-DOMAIN: UNDERSTANDING AND PRACTICING RESPONSIBLE ASSESSMENT TO PROMOTE POSITIVE OUTCOMES FOR EACH CHILD, INCLUDING THE USE OF ASSISTIVE TECHNOLOGY FOR CHILDREN WITH SPECIAL NEEDS [VA]

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Knowledge of early childhood assessments [VA1] (FED) (NAEYC)	Recognizes that observation and assessment are ongoing processes. [VA2 Level 1]  Has a working knowledge of the variety of assessment methods, both formative and summative and the benefits of using a variety of assessment strategies.	Explains the value and importance of practicing responsible assessment to promote positive outcomes for each child (ECTC A). [VA1 Level 2]  Explains the reason for and use of assistive technology in assessment of children with disabilities (ECTC A) [VA1 Level 2] (SE)	Engages in assessment practices that promote positive outcomes for individual children (ECTC B). [VA1 Level 3] (DLL)  Implements assistive technology in the process of assessing children with disabilities to promote positive outcomes for individual children. (ECTC B). [VA1 Level 3] (SE)	Critically analyzes assessment tools and strategies used for determining children’s learning goals for validity and reliability. [VA1 Level 4] (RI)  Collaborates to create partnerships for assessment [VA1 Level 4]

	<p>[VA2 Level 1]</p> <p>Demonstrates familiarity with the IDEA mandates and the role of the IFSP and IEP in supporting children’s development (ECTC) [VA2 Level 3] (NAEYC) (SE)</p> <p>Understands that assessment is ongoing and should be integrated into daily curriculum. (RI)</p>	<p>Understands the purposes and appropriateness of various developmental screening and assessment instruments and procedures. [VA1 Level 2] (ECTC A) (ECTC B)</p> <p>Understands that standardized assessments must be used for purposes for which they are intended and only administered by trained individuals. (RI)</p>	<p>Can select and identify early childhood assessments by purpose and methodology. [VA1 Level 3] (SE)</p> <p>Analyzes the strengths and weaknesses of various assessment methodologies and makes appropriate choices for various populations and situations. [VA1 Level 3] (RI) (ELDS) (DLL)</p>	
<p>Conducting Developmentally Appropriate Authentic Assessments and if appropriate formal assessments (ongoing, natural settings, meaningful activities) (RI 42) [VA2]</p>	<p>Ensures that assessment strategies are responsive to all children including those that are DLL, special needs, or from diverse backgrounds. [VA2 Level 1] (NAEYC) (RI)</p> <p>Understands the importance of gathering information about the child over time, in natural settings, while children are engaged in meaningful activities (RI pg 42). [VA2 Level 1]</p> <p>Assesses children’s progress across all developmental areas. [VA2 Level 1]</p> <p>Formally and informally observes the parent(s) or caregiver(s) and infant/young child understand the nature of their relationship, developmental strengths, and capacities for change (CTAIMH-E, Level I, P. 2) [IIB2 Level 1}</p>	<p>Applies the cycle of assessment, planning, implementation and evaluation, including a variety of assessment strategies, to gather meaningful and objective information to support each child’s individual development. [VC1 Level 2] (NY)</p> <p>Ensures that appropriate modifications and/or accommodations specific to special needs, e.g. disability, non-English speaking, are in place during assessments. [VA2 Level 2] (SE) (NAYEC) (DLL)</p> <p>Consistently collects assessment information from multiple sources which objectively illustrates what children know and are able to do in relation to learning goals. [VC1 Level 2] (NAEYC)</p> <p>Identifies children for screening or assessment to address potential developmental delays or disabilities. (ECTC) [VA2 Level 1]</p>	<p>Use assessment practices that reflect educational, legal, and ethical issues(ECTC B) [VA2 Level 3](NAEYC) (ECTC A)</p> <p>Analyzes and evaluates observation and assessment data and applies knowledge to practice. [VA2 Level 4] NAEYC)</p> <p>Select and administer functionally, developmentally, culturally, and linguistically appropriate assessments. [VA2 Level 3] (RI) (ECTC A)</p> <p>Analyzes and evaluates observation and assessment data and applies knowledge to practice. [VA2 Level 4]</p> <p>Implements responsible assessment processes into daily practice that considers how formal/standardized assessments are integrated into the overall classroom assessment plan and implements them as appropriate to reduce and/or eliminate negative influences on the assessment process and results. (RI pg 42). [VA2 Level 3]</p>	<p>Analyzes the effectiveness of authentic assessment practices to gather meaningful and objective information and utilizes that information to refine one’s assessment plan (RI pg 42). [VA2 Level 4] (NAEYC)</p> <p>Ensures that consideration is given to cultural, linguistic and environmental influences during the planning, selecting, adapting, modifying and implementing of all assessment procedures. [VA2 Level 4] (ELDS) (DLL) (CR)</p> <p>Evaluates current research, emerging developments, and best practices related to the assessment of young children. [VA2 Level 4]</p> <p>Uses assessment and data including observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection for its intended purpose. [VA2 Level 3] (NAEYC) (FED)</p>



<p>Observing and Documenting (NAEYC)</p>	<p>Understands the importance of documenting assessment information (RI pg 44) [VB1 Level 1] (RI)</p> <p>Observes children without bias, showing objectivity, fairness. (ECTC) [VA2 Level 1]</p> <p>Identifies opportunities within the classroom environment to collect assessment information (RI pg 42). [VA2 Level 1]</p>	<p>Begins to create assessment documentation which is linked to learning goals; is objective and specific; and includes enough detail to give a third party a complete understanding of the assessment event. (RI pg 44) [VB1 Level 2] (NAEYC)</p> <p>Monitors and observes children, knowing which children are able to interact with peers easily and happily at their developmental level and which ones have more difficulty and creates opportunities for the formation of positive connections with peers. [VIIB2 Level 2]</p>	<p>Consistently creates assessment documentation which is linked to learning goals; is objective and specific; and includes enough detail to give a third party a complete understanding of the assessment event. (RI pg 44) [VB1 Level 3] (NAEYC)</p>	<p>Analyzes the effectiveness of practices uses to document assessment information and utilizes that information to refine one's assessment plan. (RI pg 44) [VB1 Level 4] (NAEYC)</p>
<p>Assessment in Curriculum Planning [VC]</p>	<p>Understands and values the importance of utilizing child assessment information when planning curriculum.(RI pg 45) [VC1 Level 1] (NAEYC)</p> <p>Authentic assessment practices are embedded within the regular classroom experiences and routines and conducted by those who are familiar to the child. [VA2 Level 1]</p> <p>Communicates understanding of the benefits of using a variety of assessment strategies and the goals, benefits and appropriate uses of assessment including its use in development of appropriate goals, curriculum, and teaching strategies for young children. (ECTC) [VC1 Level 1] (NAEYC) (DLL)(ECTC A)</p>	<p>Utilizes observation and assessment results to plan developmentally appropriate curriculum. (RI pg 45) [VC1 Level 2] (NAEYC) (ETCT A)</p> <p>Use responsible assessment to enhance children's abilities and to identify individual differences and unique objectives. (ECTC B). [VA2 Level 3] (NAYEC) (SE)</p> <p>Uses assessments to plan and modify environments, curriculum, and teaching to meet children's needs (including for use in planned interventions and referral for special services (RI pg 45) [VC1] (NAEYC) (SE)</p>	<p>Utilizes assessment info from a variety of sources to develop curriculum for individuals, small groups, and large groups of children. (RI pg 45) [VC1 Level 3]</p> <p>Develops multi-level learning opportunities in response to assessment information to meet the needs of children at different places on the development continuum. (RI pg 45 some) [VC1 Level 3] (DLL) (SE)</p>	<p>Continuously evaluates the assessment system to determine its effectiveness in informing curriculum and adapts as needed. [VC1 Level 4] (NAEYC)</p> <p>Performs developmental screening and/or adapt screening and assessment procedures to meet the individual needs of children, the culture of their families and the setting. (ECTC) [VC1 Level 4] (NAEYC) (CR)</p>

**SUB-DOMAIN: COMMUNICATING ASSESSMENT RESULTS AND INVOLVING FAMILIES AND OTHERS IN THE ASSESSMENT PROCESS RI Pg46 [VD] {NAEYC}**

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
<p>Involves families in assessment procedures. [VD1] (NAEYC)</p>	<p>Articulates the ethical dimensions of assessment, including confidentiality. (ECTC A) [VD1 Level 1]</p> <p>Informs families ahead of time of the assessment practices. [VD1 Level 1]</p> <p>With families, assesses, interprets results and adjusts developmental and learning goals to meet the changing needs of the child and family. [VC1 Level 1] (ECTC A)</p>	<p>Includes other adults who are important to the child, in the observation process. [VA2 Level 2]</p> <p>Involves the family when making referrals for screening and/or child assessment. [VD1 Level 3] (ECTC A) (SE)</p>	<p>Demonstrate essential skills in using assessments, interpreting assessment results, and using formal assessment information to influence practice for making appropriate referrals. (ECTC A) [VC1 Level 3]</p>	<p>Works in the community to develop guidelines for a culturally sensitive, developmentally appropriate assessment and transition process for dual- language learners in early childhood settings. [VD1 Level 4] (CR)</p>
<p>Values diverse family structures and cultures when explaining information in ways that families will understand.[VD2] (NAEYC)</p>	<p>Exchanges complete and unbiased information in a supportive manner with families and other team members (CTAIMH-E, Level I, p.2) [VD2 Level 1] (CR)</p> <p>Communicates with families about the value of assessment and its role in supporting children’s learning and development. [VD1 Level 1]</p> <p>Demonstrates sensitivity to family culture, values, home language, and literacy level when communicating about assessment procedures or results with families. [VD2 Level 1] (CR) (DLL)</p>	<p>Shares assessment information in ways that address language differences but using interpreters and translated documents. [VD2 Level 2] (DLL)</p> <p>Whenever possible, before and after the administration of assessments, attempt to communicate information in the parents’ native language (written and oral). [VD1 Level 1] (DLL)</p>	<p>Informs families about state Early Intervention/Early Childhood Special Education rules and regulations regarding Assessment. [VD1 Level 1] (SE)</p> <p>Explain assessment goals and benefits to colleagues or families. (ECTC) [VD2 Level 1]</p>	<p>Advocates and facilitates discussions among early childhood educators and families on the benefits and limitations of observational information. [VA2 Level 4]</p>
<p>Professional partnerships [VD3] (NAEYC)</p>	<p>Understands that assessment information comes from a variety of sources (families, other teachers, specialists). [VD3 Level 1] (ECTC A)</p> <p>Understands that child assessment information is confidential and the sharing of this information is governed by program policy. RI [VD3 Level 1]</p> <p>Understands the purpose and value of sharing child assessment information with families and other professionals. [VD3 Level 1] (ECTC A)</p>	<p>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. [VD3 Level 2]</p> <p>Assists staff and families in accessing diagnostic assessments, extra services and/or other supports as needed.(SE)</p> <p>Facilitate referrals based on screening, observation and child assessment.</p>	<p>Works in partnership with others in using assessments that are aligned with curriculum or developmental goals, inclusive of the activities prescribed in a child’s IFSP/IEP. (ECTC) [VC1 Level 1] (SE)</p> <p>Analyzes assessment information to determine whether further evaluation by other professionals is warranted. (RI pg 45) [VC1 Level 3]</p>	<p>Advocates and encourages diverse relationships with other professionals to ensure collaboration.</p>

## V. Building Family and Community Relationships

Families and communities form the context in which children live. Teachers of young children must recognize and respect that all children develop within the context of their families, and therefore embrace a myriad of different family structures and dynamics. This competency encompasses the knowledge, skills, and tendencies 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. Teachers seek out and embrace information from families and use research-based knowledge of family dynamics, family stages and parenthood to support their planning of experiences for the children.

Additionally, this competency area includes the ability to engage the community in support of children, at the local-program level, family home, and in the broader public arena. Teachers of young children understand that successful early childhood care and education depends upon partnerships with children’s families and communities. They also understand the complex characteristics of children’s families and communities. They use this understanding to create reciprocal relationships that support and empower families.

### Domain: Building Family and Community Relationships

#### BEHAVIOR AND SKILL DEMONSTRATING INDICATOR

Thread Special Education, Dual Language Learning, Cultural Responsiveness and code by using: SE, DLL, CR

#### SUB-DOMAIN: CREATING RESPECTFUL, RECIPROCAL AND TRUSTING RELATIONSHIPS WITH FAMILIES [IIA]

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Family Systems	<p>Understands that each child grows up in a unique environment and is affected in different ways by the adults and children around her/him. [VIIC1 Level 1] (CR)</p> <p>Understands the relationship between family functioning and positive child outcomes. (RI) (NAEYC)</p> <p>Understands the dynamics and complexity of family systems. (RI) (ECTC B)</p> <p>Demonstrates respect for the family role as the primary educator, advocate, and “expert” on their own child and actively</p>	<p>Seeks information from families regarding variations across cultures in terms of family strengths, expectations, values and child rearing practices (RI) (NY)</p> <p>Identifies and responds effectively to emerging family issues. [IIA1 Level 2]</p> <p>Knowing about and understanding diverse family and community characteristics and respecting the differing structures, languages and cultures of each child and how that can affect</p>	<p>Understands the characteristics of Connecticut communities, especially the effects of racial-ethnic isolation and changing demographics on families and children’s learning outcomes. (ECTC) [IIA1 Level 3] (CR)</p>	<p>Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each family’s culture (CTAIMH-E, Level 1, p. 2) [IIA1 Level 2] (CR)</p>

	seeks family opinion and input. (RI. p. 21)	development. (NAEYC). [IIA1] (DLL) (NY)		
Communication	<p>Communicates regularly, respectfully and effectively with families in a family-friendly and culturally appropriate way. (R.I.21) (N). [IIA2] (NAEYC) (NY) (ECTC B)</p> <p>Creates opportunities for two way communication to build relationships with families based on mutual trust and understanding. [IIA2 Level 1] (CR) (NY)</p> <p>Communicates information pertaining to safety regulations and standards to families.</p>	<p>Utilizes a range of techniques to communicate effectively with all families, especially families with linguistic differences. [IIA2 Level 2] (DLL) (NY)</p> <p>Shares with families an understanding of infant and family relationship development (CTAIMH-E, Level I, p. 2). [IIA2 Level 1]</p>	Obtains translation services as necessary to ensure effective communication with families who may experience a communication barrier (CTAIMH-E, Level I, p.4) [IIA2 Level 1] (DLL)	<p>Structures connections w/families to inform instructional design that is culturally consistent and builds upon the strengths of dual language learners and their families. [IIA2 Level 3] (CR)</p> <p>Observes and constructs reciprocal relationships with families, independently or as part of a team. (ECTC A) [IIA3 Level 2]</p>
Professional relationships (N). [IIA3]	<p>Demonstrates and maintains positive and appropriate relationships with families. [IIA3 Level 1] (NAEYC)</p> <p>Maintains appropriate personal boundaries with young children and families (CTAIMH-E, Level I, p. 3). [IIA3 Level 1]</p>		Engages and supports families and communities through respectful, reciprocal relationships that incorporate family and community strengths in their approach to early learning in the classroom. (ECTC A) [IIA1 Level 2] (NAEYC)	<p>Analyzes, evaluates and applies current theory and research on developing relationships with families. [IIA3 Level 4] (RI)</p> <p>Serves as a role model and mentor to others on developing positive relationships with families. [IIA3 Level 4] (RI)</p>

**SUB-DOMAIN: ENGAGING FAMILIES IN THEIR CHILDREN’S DEVELOPMENT AND LEARNING [IIB]**

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Family Engagement Opportunities (N) [IIB1] (NAEYC) (ECTC A)	<p>Understands that meaningful opportunities for family engagement linked to children’s learning goals occur both in the classroom and at home. (RI) (NY) [IIB1 Level 1]</p> <p>Creates and maintains a safe and welcoming environment for families, including providing a quiet space for families to nurse, soothe or comfort a child (RI). [IIB1 Level 1] (NAEYC)</p>	<p>Supports the parent’s role by providing relevant information about child development and learning and healthy attachment. [IIB1 Level 2] (RI)</p> <p>Provides opportunities for family engagement both in the classroom and at home that build upon families’ cultural-linguistic background, strengths, skills, talents, interests and availability. [IIB1 Level 2] (RI) (DLL)</p> <p>Provides opportunities for family engagement both in the classroom</p>	<p>Consistently provides opportunities for families to be engaged in their child’s education in a way that reflects cultural and linguistic differences. [IIB1 Level 3] (RI)(CR)</p> <p>Evaluates and improves family engagement opportunities on a regular basis to meet the needs of current families. [IIB1 Level 3] (RI)</p> <p>Supports and reinforces parent’s strengths, emerging parenting competencies, and positive parent- young child interactions (CTAIMH-E, Level I, p. 2)</p>	Serves as a role model and mentor to others on involving families in their child’s development and learning. [IIB1 Level 4] (NY)

		and at home tied to established learning goals for children. [IIB1 Level 2] (RI)	[IIB1 Level 1]	
Special education and health needs (N) [IIB2] (RI) (NAEYC) (SE)	Helps all families understand the benefits, for all children, of integrating children with special education and health needs. [IIB3 Level 1]  Knows about available services (RI p. 23)	Helps families obtain clear and understandable information about their child’s special education and health needs. (RI) [IIB2 Level 2]  Helps families advocate for special needs and services (RI p. 23)	As appropriate and desired, provides additional information to parents related to disabilities. [IIB2 Level 3]  Supports families in the development of Individual Education Plans (IEPs) and other individualized plans for children. [IIB3 Level 3] (DLL)	Creates opportunities to share with peers information about accommodations and modifications for children with a disability. [IIB2 Level 4]  Collaborates with other service providers to ensure classroom-based comprehensive services to children and families; serves as an advocate for families when necessary. [IIB3 Level 4]

**SUB-DOMAIN: UTILIZING COMMUNITY RESOURCES TO SUPPORT FAMILIES [IIC]**

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Connect families with needed resources and services. (NY). [IIC1] (NAEYC)	Is aware of resources within the program and surrounding community. [IIC1 Level 1] (NAEYC)  Demonstrates beginning skills to foster family and community partnerships. (ECTC A). [IIA3 Level 2]  Provides families with community resource information. [IIC1 Level 2] (NAEYC) (NY) (CR) (DLL)	Able to identify a limited number of community resources families may draw on to enhance their literacy and social goals. (ECTC) [IIA2 Level 2] (NAEYC)	Collaborates and communicates with other service agencies to ensure that the children and family receives services for which they are eligible and that the services are coordinated (CTAIMH-E, Level I, p.3). [IIC1 Level 2] (NY)  Builds relationship with community organizations and their representatives to bring services to child and families in the classroom. [IIC1 Level 3] (NY)	Establishes supportive and respectful reciprocal relationships with families, assess needs of children and families, and link families appropriately with community resources to enhance health, family literacy and social goals. (ECTC B) [IIC1 Level 3]

## VI. Health, Safety and Wellness

Foundational to all other teaching practices is assuring the health, safety and wellness of young children. The key concept in this competency is that children’s health is not simply the absence of illness or injury; it encompasses safety, nutrition, fitness, and physical and emotional health.

Children’s safety is the first and foremost responsibility of adults who provide care for them. Safety encompasses not only the physical aspect, but also the social and emotional aspects. Most basically, teachers must be able to ensure children’s safety and be prepared to handle emergencies. Teachers of young children also need to stay current on state and federal regulations and research related to children’s safety and health. Finally, they should promote the sound health, dental, nutritional, and emotional stability of young children and their families, by modeling these characteristics and connecting families to culturally appropriate community health resources.

### Domain: Health, Safety and Wellness

#### BEHAVIOR AND SKILL DEMONSTRATING INDICATOR

Thread Special Education, Dual Language Learning, Cultural Responsiveness and code by using: SE, DLL, CR

#### SUB-DOMAIN: REGULATIONS, BEST PRACTICE STANDARDS AND SAFETY PROCEDURES [IVA](ELDS)

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
State and Federal Regulations and National Health and Safety Performance Standards [IVA1] (NAEYC)	<p>Has knowledge and understands the purpose of and follows state and federal regulations and best practice standards including, but not limited to: (RI)</p> <ul style="list-style-type: none"> <li>• Administration of medication</li> <li>• Infant and child CPR and First Aid training</li> <li>• Fire &amp; emergency procedures</li> <li>• Staffing ratios</li> <li>• Department of Children and Family Mandated Reporters</li> <li>• Communicable disease</li> <li>• Sudden Infant Death Syndrome</li> <li>• Department of Public Health</li> <li>• National Association for the Education of Young Children</li> <li>• Caring for Our Children</li> </ul> <p>[IVA1 Level 1]</p>	<p>Demonstrates knowledge of state regulations and the hierarchy between the minimal licensing requirements and national standards as the ultimate goal regarding best practices. [IVA1 Level 2]</p> <p>Maintains organized accessible and up to date records related to the health, safety and nutrition of the children in their care (NY pg 54). [IVA1 Level 1]</p> <p>Promptly and appropriately reports harm or threatened harm to a child’s health or welfare to Children’s Protective Services after discussion with supervisor</p>	<p>Develops and implements systems for documentation and notification of suspected child abuse and neglect, in accordance with state law. [IVA1 Level 3]</p> <p>Obeys laws related to child abuse and the rights of children with and without disabilities (NY) (RI) [VIB1 Level 1]</p>	<p>Anticipates and plans for potential risks to protect children, youth, and adults. [IVA1 Level 4]</p> <p>Partners with teachers to teach age appropriate precautions and rules to children to ensure safety both indoors</p>

	<p>Recognizes signs of abuse and/or neglect and understands the role of a mandated reporter to identify, document, and report suspected child abuse and neglect as mandated by law. [IVA1 Level 2]</p> <p>Actively supervises children to ensure safety both indoors and out. (RI)</p> <p>Monitors and maintains safety in all areas, both indoors and outdoors, including the condition of equipment and materials, and the identification and removal of potential hazards (RI).</p> <p>Follows recommended guidelines to prevent Sudden Infant Death Syndrome (SIDS).</p> <p>Understands ratio requirements and alerts appropriate individuals when they are not met (RI)</p>	(CTAIMH-E, Level I, p.2). [VIID1 Level 1]		
Emergency Preparedness [IVB4] (NAEYC)	<p>Knows and follows safety regulations and emergency plans. (MA, pg 26) [IVB4 Level 1] (NY)</p> <p>Routinely practices emergency and disaster drills including safety procedures for children with disabilities. (RI) [IVB4 Level 1]</p> <p>Maintains up to date emergency contacts for each child and authorized pick up. [IVB5 Level 1]</p>	<p>Implements procedures and emergency preparedness plans with other program staff including maintenance of emergency supplies (MA pg 26). [IVB4 Level 2]</p> <p>Maintains a system to account for all children and staff in the event of an emergency or disaster. [IVB4 Level 2]</p>	Develops and documents and modifies contingency plans for emergency situations and disaster drills. (MA, pg 26) [IVB4 Level 3]	Evaluates and critiques established safety procedures and makes recommendations for change, as necessary. [IVB5 Level 4]
Safe learning environment [IVB5] (NAEYC) (ECTC) (VT)	<p>Performs daily safety checklist of indoor/outdoor environment. [IVB5 Level 1]</p> <p>Understands regulation ratio requirements and alerts appropriate individuals/administrators when they are not met. [IVB5 Level 1]</p> <p>Recognizes potential health hazards in meals</p>	Communicates information pertaining to safety standards to families and educates families of the importance of a safe home environment. [IVB5 Level 2]		Analyzes learning environments regularly to provide a safer learning environment for children. [IVB5 Level 3]

	(choking, allergies, etc.) and takes steps to avoid them. (RI pg 19). [IVB5 Level 1]  Understands that various strategies (such as face to name headcounts and positioning) help to ensure adequate supervision (NY)			
<b>SUB-DOMAIN: REGULATIONS, BEST PRACTICE STANDARDS AND SAFETY PROCEDURES [IVA](ELDS)</b>				
<b>INDICATOR</b>	<b>Level 1: Beginning</b>	<b>Level 2:</b>	<b>Level 3:</b>	<b>Level 4: Advanced</b>
Healthy learning environment [IVB1] (VT ) (NAEYC)	Understands program policies and practices regarding children’s health and safety status (RI pg 59) [IVB2 Level 1] (ELDS)  Provides a clean, safe and healthy environment (M) [IVB1 Level 1] (ELDS)  Provides families with information regarding the good health routines. [IVB1 Level 2]	Designs and assesses environments and procedures to protect the health of children, youth, and adults. [IVB1 Level 2]  Ensures adherence to health and safety regulations and policies. [IVB1 Level 2]  Understands impact of exposure to toxic environments. [VIID1 Level 1]	Monitors the environment for healthy practices, making improvements as necessary. [IVB1 Level 3] (ELDS)  Engage with appropriate health professionals and consultants to ensure that classroom practices support the individual health and developmental needs of all children, including participating in the planning and implementation of IFSP and IEP goals. (ECTC B) (NAEYC). [IVB1 Level 3](SE)	Advocates for program policies and procedures that affect the health status of the school community. (ECTC A) (ECTC B) (SE) (NAEYC)
Children’s Health Needs [IVB2] (ECTC B) (NAEYC)	Follows policies and procedures for infection control and universal precautions. [IVB2 Level 1] (RI)  Integrates optimal health routines into curriculum and routines. [IVB2 Level 2] (NY)  Recognizes and seeks to understand culturally influenced health practices of children. RI pg 17(CR) [IVB2 Level 1]  Understands common signs and symptoms of common childhood illness (RI) and observes children daily to check for evidence of health concerns and communicates these concerns to appropriate program staff as needed. (MA pg 24) [IVB2 Level 1] (RI)  Collects developmental health history from	Communicates with families about program policies and practices regarding health and individual health status. (RI pg 59) [IVB2 Level 2]  Understands individual children’s allergies and other health needs and takes appropriate measures to ensure the health and safety of each child (RI pg 59) [IVB2 Level 1]  Provides information to families regarding communicable disease which their child has been exposed to (NY pg 59) [IVB1 Level 1]	Implements procedures and collaborates with others to promote physical health and well-being . [IVB2 Level 4]  Considers necessary accommodations and/or modifications for physical disabilities and other health impairments (SE) [IVB2 Level 3]  Makes health referrals when necessary. (MA pg 23). [IVB2 Level 4]	Establishes linkages and monitors system for documenting health records. (MA pg 23). [IVB2 Level 4]  Analyzes, evaluates and applies current theory, research and policy on children’s health (RI pg 17). [IVB2 Level 4]  Supports families in ensuring that children have access to health insurance and regular source of medical care. (MA pg 23). [IVB2 Level 4]



	families for each child that covers topics like physical health, self-care skills, and social relationships (NY pg 61) [IVB2 Level 1]  Follows and models healthy lifestyle practices to support the health of each child. [IVB2 Level 3] (ELDS)	Recognize physical disabilities and other health impairments (SE) [IVB2 Level 2]		
Mental Health [IVB3] (ECTC B) (NAEYC) (FED)	Understands the importance of mental wellness and how it connects to the individual’s overall health. [IVB3 Level 1]  Understands that stress and trauma have an impact on a child’s development and behavior. (MA pg 25). [IVB3 Level 1] (ELDS)  Recognizes the characteristics of a healthy sense of self and the related ability of children to make appropriate choices. . [IVB3 Level 1]  Understands that children are more likely to thrive when they feel physically and emotionally safe and that certain environmental factors can create stress. (NH pg 27) [VIIC1 Level 1]	Provides appropriate referral information for children and families. (MA pg 25) . [IVB3 Level 4]  Recognizes behavioral symptoms of stress in children. (MA pg 25) . [IVB3 Level 1]  Responds individually to the unique mental health needs of each child. . [IVB3 Level 1] (SE)  Utilizes appropriate mental health services and resources. . [IVB3 Level 4]	Uses practices that support the emotional well-being of children and youth. . [IVB3 Level 4]  Adapts curricula to respond to social-emotional events (MA pg 25) [IVB3 Level 2]  Identifies physical and mental signs of stress and trauma and makes appropriate referrals. [IVB2 Level 2]	Promotes positive mental health in all aspects of program design (MA pg 25). . [IVB3 Level 4] (ELDS)  Establishes a system for accessing mental health supports and works collaboratively to address concerns at the child, family and program level. (MA pg 25). [IVB3 Level 4]

**SUB-DOMAIN: REGULATIONS, BEST PRACTICE STANDARDS AND SAFETY PROCEDURES [IVA](ELDS)**

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Healthy mind and body state [IVC1] (ECTC B) (NAEYC)	Recognizes, models and provides time and space for at least the recommended amount of active play both indoors and outdoors on a daily basis (MA pg 28; NYpg61) [IVC1 Level 1] (ELDS) (VT)  Plans and adapts age appropriate opportunities for children to be active and have adequate rest. (MA pg 28) within the daily schedule. [IVC1 Level 1] (NY)	Recognizes the importance of a child’s secure home base, and facilitates families access to applicable resources or consultation about nutrition, emergencies, diagnoses, treatments and other information (NY pg 62) [IVC1 Level 2]  Provides health screenings such as lead, and dental provider. [IVC1 Level 2]  Creates a mutually respectful environment. (NY pg 62) [IVC1 Level 2] (CR)	Creates a psychologically safe environment for all children and families. (NY pg 62) [IVC1 Level 2] Communicates health, safety, wellness and nutrition information with families. [IVC1 Level 2] (NY)  Maintains a partnership with the programs health provider. [IVC1 Level 2]	Designs program and ensures resources to provide age appropriate opportunities for all children to be active and have adequate rest, including inclusion of all children (MA pg 28) [IVC1 Level 4]

<p>Nutrition [IVC2] (NAEYC) (VT) (ECTC A)</p>	<p>Understands that the nutritional needs of infants, toddlers and preschoolers are unique to their development. (RI pg 18) [IVC2 Level 1] (ELDS)</p> <p>Follows instructions for providing appropriate meals for children with special dietary needs (MA pg 27). [IVC2 Level 1] (ELDS)</p> <p>Teaches and joins children for meals and snacks and models developmentally appropriate and healthy eating habits with infants, toddlers and preschoolers. (RI pg 18) [IVC2 Level 1] (ELDS)</p>	<p>Respectfully communicates with families regarding nutritional needs, family preferences and cultural influences on food and eating habits and uses this information to plan responsive experiences that promote nutrition and healthy eating practices. (CR) RI pg 18). [IVC2 Level 2] (ELDS) (NY)</p> <p>Observes children during mealtime to learn about individual eating preferences and uses observations to inform menus, meal schedules, and communication with families (RI pg 18). [IVC2 Level 3]</p> <p>Understands impact of Lack of Access to and consumption of affordable, nutritional, toxin-free foods. [VIID1 Level 1]</p>	<p>Recognizes symptoms and behaviors of children that signal possible nutritional need or feeding/eating concerns. (RI pg 18) [IVC2 Level 3]</p> <p>Reviews the nutrition program, making improvements as necessary. [IVC2 Level 3]</p>	<p>Analyzes, evaluates and applies current theory, research and policy on nutrition. (RI pg 18).</p> <p>Advocates for program policies and procedures that affect the nutritional welfare within the school community. (RI pg 18). [IVC2 Level 4]</p>
---	---	--	---	---

## VII. Professionalism

Teachers should identify and conduct themselves as members of the early childhood profession. They must know and use ethical guidelines and other professional standards related to early childhood practice. They should be committed to continuous, collaborative learning regarding their profession and to lifelong personal and professional growth. They value knowledgeable feedback, reflective input and critical perspectives on their work. They use such input to make informed decisions that integrate knowledge from a variety of sources.

Early childhood educators need to understand the complex services that constitute and shape the early care and education system; their own participation as leaders; and their organizations' roles. They should be aware of larger public and private systems that shape the quality of services available to children and families. They are informed advocates for sound educational practices and policies. They value the diversity of lifestyles, languages, beliefs, and cultural backgrounds that can be found in all aspects of our society, and advocate for policies which are free of bias and responsive to the differences in the needs of children.

### Domain: Professionalism

#### BEHAVIOR AND SKILL DEMONSTRATING INDICATOR

Thread Special Education, Dual Language Learning, Cultural Responsiveness and code by using: SE, DLL, CR

#### SUB-DOMAIN: FOUNDATIONS IN EARLY CHILDHOOD PROFESSION (N) [VIA] (VT) (NAEYC)

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Identifying and conducting self as part of the EC Profession	<p>Maintains active membership in professional organizations and the Connecticut Professional Development Registry (RI). [VIA1 Level 1] (RI)</p> <p>Understands that there is a connection between the core knowledge and regulations, program policies and professional standards (RI 48). [VIA1 Level 1]</p> <p>Understands that early childhood practice is impacted by emerging research, current issues and advances in the field (RI 48). [VIA1 Level 1]</p> <p>Understands that the profession has a research-based core of knowledge at its foundation (RI 48) [VIA1 Level 1]</p>	<p>Understands that the profession has a research-based core of knowledge as its foundation and utilizes this as a means of making decisions. [VIA1 Level 2] (ECTC A)</p>	<p>Consistently seeks new information on research, current issues and advances in child development, behavior, and relationship-focused practice (CTAIMH-E, Level 1, p.5) [VIE1 Level 1] (ECTC B)</p>	<p>Actively involved in groups or organizations engaged in research, policymaking and/or leadership (RI 48). [VIA1 Level 4] (ECTC B)</p> <p>Intentionally serves as a resource and mentor for others in the field (NY 77). [VID1 Level 4]</p>

	Understands that early care and education is an ever-evolving field based on current research and current issues (RI 48) [VIA1 Level 1]			
Commitment to continued professional development as an Early Childhood Professional	<p>Engages in annual self evaluation process and uses information learned to influence an individualized professional development plan. [VIE2 Level 1] (ECTC A)</p> <p>Identifies ethical and professional guidelines established by the early childhood profession (RI 48). [VIB1 Level 1] (ECTC A)</p> <p>Upholds standards of confidentiality, sensitivity and respect for children, families, and colleagues (NY 73) (RI 49) [VIB1 Level 1] (ECTC A)</p> <p>Recognizes areas for professional and/or personal development and participates in appropriate learning activities offered by professional organizations (RI) (CTAIMH-E, Level I, p.5) [VIE2 Level 1] (ECTC A)</p>	<p>Engages in continuous, collaborative learning to inform practice (ME) [VIE1]</p> <p>Utilizes professional code of ethics in making professional decisions (RI 48). [VIB1 Level 2] (ECTC B)</p> <p>Is an effective communicator with other staff and families of their understanding of families of young children and those with special needs in ways that reflect their respect for the challenges facing young families. [VIB1 Level 2] (SE) (ECTC A)</p>	<p>Actively establishes and implements an individualized professional development plan that leads to a specific degree. [VIE1 Level 2]</p> <p>Serves as a role model and promotes compliance with ethical standards in the workplace. (RI 48) [VIB1 Level 4]</p> <p>Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work (CTAIMH-E, Level I, p.5) [VIE2 (CR)]</p>	<p>Articulates a personal philosophy of early childhood based on core knowledge (RI 48).</p> <p>Identifies potential conflicts of interest and ethical dilemmas and proactively seeks support in resolving emerging ethical issues. (RI 48) [VIB1 Level 3] (ECTC B)</p> <p>Analyzes and evaluates own practice in relationship to current theory and research on child growth and development and applies new knowledge to one's practice.</p>
Ethical standards and professional guidelines (NY 73) [VIB1] (ECTC A) (NAEYC) (VT)	<p>Possesses a copy or has access to the National Association for the Education of Young Children Code of Ethics. [VIB1 Level 1]</p> <p>Complies with any program requirements such as attendance, mandated reporting, professional development requirements, health and safety certifications, etc. [VIB1 Level 1]</p> <p>Recognizes potentially unethical practices. (RI 49) [VIB1 Level 1]</p>	Maintains professional boundaries and relationships with staff, children, and families [VIB2]	Uses the ethical and professional guidelines established by the early childhood profession when solving dilemmas in working with children and their families. [VIB2 Level 3] (ECTC B)	

<p>Advocating for Children, Families and the Profession (N) [VID] (NAEYC)</p>	<p>Recognizes that national, state, and local policies and legislation affect children and families. [VID1 Level 1] (ECTC A)</p> <p>Grounds decisions and advocacy in efforts in multiple sources of knowledge and multiple perspectives. (ECTC B)</p>	<p>Utilizes leadership qualities to improve experiences for children and families. (ectc a)</p> <p>Advocates for all children in the classroom including those with special needs and DLL. (DLL) (SE) (ECTC B)</p>	<p>Explains current public policy issues and their impact on children, families and the profession. (ECTC B)</p> <p>Engages as an advocate for critical issues, in the early childhood professions and for the children families and communities served (ECTC B)</p>	<p>Describe how public policies are developed, and demonstrate essential advocacy skills. [VID1 Level 2] (ECTC B)</p>
---	--	--	--	---

**SUB-DOMAIN: VALUING DIVERSITY [VIC]**

INDICATOR	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
<p>Diversity and cultural competence. [VIC1] (CR) (NAEYC)</p>	<p>Demonstrates an understanding of and respects differences in family compositions, languages, beliefs and cultural backgrounds among children, family and colleagues. [VIC1 Level 1] (ECTC A)</p> <p>Views diversity as an asset to the classroom and program and supports children and families enrolled in the program to recognize and appreciate diversity as an asset to the program and community. [VIC1 Level 1]</p> <p>Understands how culture influences child-rearing practices and how that in turn can affect growth and development. (RI 49). [VIC1 Level 1]</p>	<p>Recognizes own personal bias and how that influences perspective and work. [VIC1 Level 2] (CR)</p> <p>Seeks out opportunities to expand his/her exposure to other cultures. [VIC1 Level 2]</p>	<p>Plans curriculum which takes into account the diversity that exists in all aspects of society. [VIC1 Level 3] (RI) (CR)</p> <p>Supports children in identifying and challenging bias. [VIC1 Level 3] (RI) (CR)</p> <p>Collaborates with other educators, families, service providers, community agencies, in culturally responsive ways to meet the needs of ALL children and their families and teach and promote diversity(RI) (CEC 9) [VID2 Level 1] (RI) (CR)</p>	<p>Mentors others in understanding issues related to diversity and cultural competence. [VIC1 Level 4] (CR)</p>