

Core Body of Knowledge

New York State's Core Competencies for Early Childhood Educators

2024 edition



New York Works for
CHILDREN

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The core competencies are a fundamental component of New York Works for Children, New York State's integrated professional development system to support the preparation and ongoing development of early childhood professionals working with and on behalf of young children from birth through age 8 across sectors, settings, and roles. They serve as an overview of what early childhood educators need to know and be able to do to support children's development and learning, providing high-quality early childhood education, inclusive of all settings.



Core Beliefs

Several core beliefs exist at the heart of these competencies. These core beliefs serve as a foundation and guide for all efforts to support New York’s children and families and its early childhood education workforce.

- Children are born ready to learn.
- Every human being is a unique individual with diverse modes of learning and expression, as well as 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 have the right to secure, trusting relationships with adults and to safe, nurturing environments.
- Children learn through play.
- Children construct their own knowledge based on their curiosity and driven by their interests. This active construction is facilitated by interaction with adults and with other children.
- Children’s learning is active and follows a recurring path: awareness, exploration, inquiry, and application.
- Children learn best when exposed to and engaged in high-quality environments, interactions, and relationships.
- Children learn best when the adults in their lives work in partnership with one another.
- All children and their families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected.
- Families and children have the right to support systems that foster their growth and development.
- Teaching and learning are dynamic, integrated, and reciprocal processes.

Introduction

Children are born learning. Their health, development, and early learning provide a foundation for later learning, school success, and well-being. Children thrive when they are engaged in responsive, secure relationships in high-quality environments.

Research in child development and learning tells us that the skills needed to promote young children’s learning are wide-ranging and complex. Teaching is never routine. It requires educators to manage multiple goals at one time, meet the needs of incredibly diverse children and families, and synthesize multiple types of knowledge so that they can understand children’s lives, how they think, and how they learn.

Research also tells us that children develop and learn best when they have access to continuous and comprehensive systems of care. Recruiting, preparing, and retaining a workforce with the skills and capacity to apply complex skills and collaborate across sectors to promote the learning and well-being of all children starts with understanding the knowledge, skills, and dispositions required for the work. This is the “what” of educator preparation and professional learning (Darling-Hammond & Bransford, 2005).

Providing effective preparation and training for this essential workforce starts with mobilizing to create cohesion among professionals who work in varied sectors and program settings. The importance of a unified workforce should be reflected in higher education and throughout the organizations and agencies that offer ongoing professional learning. The **Core Body of Knowledge** provides a base of shared knowledge and skills meant to unify New York State’s early childhood education workforce. It recognizes what all adults who work with young children need to do their jobs well.

Though there are important specialized competencies for specific ages, settings, and professional roles, such competencies often vary by funding stream or program type. Providing the most optimal services to young children and families, however, requires a comprehensive approach. Children learn best when the adults in their lives work in partnership with one another. Early childhood educators need to collaborate and coordinate with families and with colleagues across sectors to provide comprehensive services and nurture all aspects of development and learning. For this reason, the competencies outlined here are those most consistently shared by adults across professional roles and practice settings. The core competencies are meant to serve as a common lens and to underpin a system of professional development.

The **Core Body of Knowledge** can be used to:

- Inform and align the content of higher education programs and ongoing professional learning.
- Guide program leaders in identifying areas for staff professional learning and creating and reviewing job descriptions.
- Aid training organizations in developing and aligning professional learning strategies and opportunities.
- Support local and state agencies in their quest to develop policy and initiatives and make funding decisions that promote the competency of early childhood professionals.
- Support public and private investments, incentives, and initiatives that encourage and facilitate professional competency.

This edition of the **Core Body of Knowledge** is organized in seven **core competency areas**:

1. Child Development and Learning in Context
2. Family and Community Engagement
3. Observation and Assessment
4. Learning Environment
5. Curriculum and Teaching
6. Health, Safety, and Nutrition
7. Professional Engagement

The fourth core competency area, Learning Environment, is organized into two subsections: (1) Managing Physical Space, Time, and Resources and (2) Social-Emotional Climate.

The knowledge, skills, and dispositions in the Learning Environment competency area are coded to reflect these two distinct subsections, a slight difference from the coding in other areas.

The fifth core competency area, Curriculum and Teaching, is new. This section was added to expand upon content from the previous edition's Environment and Curriculum area. It outlines competencies related to instructional approaches and strategies for engaging and motivating all children in meaningful learning experiences and supporting them as they advance toward ambitious learning and development goals.

Within each competency area are **core competencies**.

To communicate the complex layering of knowledge, skills, and dispositions within each core competency, and to provide enhanced planning support to those developing and providing professional learning, this edition of the **Core Body of Knowledge** includes three components that detail each competency:

1. **Knowledge**, or factual or procedural understandings that ground competence.
2. **Skills**, or technical or procedural abilities that enable competence.
3. **Dispositions**, which encompass the habits of mind, values, attitudes, and social-emotional capabilities needed to fully demonstrate competence.

What Are Competencies?

Early childhood educators advance along a continuum of practice over time, demonstrating these competencies with greater sophistication as they acquire and deepen knowledge, grow in skills and experience, and cultivate essential dispositions. Competencies are the foundation of competency-based teacher education and professional learning. They are statements that reflect a complex combination of knowledge, skills, and dispositions. Some characteristics of core competencies are:

- Each core competency requires the ability to demonstrate multiple related skills.
- Inherent in each core competency are three components: **knowledge**, **skill**, and **disposition**. All are required to fully demonstrate competence.
- The core competencies have a performance dimension. They can be observed, demonstrated, and assessed.

Some competencies will require more declarative or procedural knowledge, whereas others may require more skill or disposition.

The core competencies are general statements about what early childhood educators should know and be able to do, and dispositions they should possess. Competencies differ in important ways from practices. Practices are “statements of observable and measurable actions or behaviors that are indicators of competence” (Snyder, et al., 2022).

Competencies usually align to several observable and measurable practices.

This document is not a comprehensive compendium of practices. It does not name all concepts that early educators should master across domains and subject matter areas, and it is not meant to be used as a tool for observing or evaluating educator practice.

About this Revision

In revising this edition, effort was made to ensure that the competencies align with our best understanding of current research and other state and national standards that have recently been revised or released. Specifically, this document was developed to complement and to be compatible with the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, adopted and released in November 2019. Readers of these revised core competencies should be aware of the following three notable updates.

1. Focus on competencies that advance equity.

A substantial number of children face challenges to healthy development and learning. These challenges are a result of disparities in the necessary conditions or resources needed for holistic health, well-being, and learning. In the United States, these disparities are rooted in the inequitable distribution of resources based on factors such as race/ethnicity, geographic disadvantage, socioeconomic status, and community wealth. These disparities have grown over time and now are evident in inadequate access to health care and quality early childhood programs and K-12 schools, poverty, food insecurity, lack of mental health care, and exposure to violence (National Academy of Sciences, 2023).

These disparities affect children’s academic achievement and their development across multiple domains.

Throughout the country, young children have unequal opportunities from birth across several contexts, which can have lasting effects on health, educational, and economic outcomes. This creates gaps in achievement as compared with children who had consistent access to the conditions and resources that promote health, learning, and well-being. Gaps in achievement are the result of multiple individual gaps in opportunity, collectively called the “opportunity gap” (National Academy of Sciences, 2023).

In their report, “Closing the Opportunity Gap for Young Children” (2023), the National Academy of Sciences defines the opportunity gap as “the unequal and inequitable distribution of resources and experiences on the basis of race, ethnicity, socioeconomic status, English proficiency, disability, immigration status, community wealth, familial situations, geography, or other factors that contribute to or perpetuate inequities in well-being across groups of young children in health, social-emotional development, and education.”

Opportunity gaps lead to achievement gaps that disadvantage people from marginalized groups.

Early childhood educators play a key role in eliminating the opportunity gap. While closing the opportunity gap requires focused leadership and effort at all levels of the early childhood system, every educator must be equipped with the competencies to promote equity in children's opportunities and experiences.

Equity means that each child receives what they need to develop to their full academic and social potential. According to the National Equity Project, working towards educational equity involves: ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlate with any social or cultural factor; interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and discovering and cultivating the unique gifts, talents, and interests that every human possesses.

Through intentional practice, early childhood educators can shape an environment that ensures every child feels loved, is engaged, and is prepared for school and life. Educators who affirm all children's cultures, honor and use home languages, and place an intentional emphasis on social-emotional learning and culturally responsive pedagogy help children acquire the pre-academic and academic competencies they need to succeed in school, and change policies and practices to promote equity and remove barriers.

Thus, a priority in updating these core competencies was to more comprehensively represent the complex knowledge and skill that is required of early childhood educators, and to address gaps identified in earlier versions and highlighted in the Transforming the Workforce report, published in 2015 by the Institute of Medicine (IOM) and National Research Council (NRC). To do so, the revised competencies aim to reflect recent research on the science of how children learn and develop and ways that educators can directly support equity and inclusion; address toxic stress and adversity; provide access to engaging, challenging content; and promote deep learning for all children.

Multitiered approaches to assessment and implementation of curriculum, social-emotional learning, and behavioral supports, as well as the **principles of universal design for learning**, provide pathways toward equitable and inclusive teaching and learning. Both guiding frameworks are embedded throughout these revised competencies.

2. More robust competencies around planning and implementing curriculum, with an emphasis on multitiered curriculum frameworks and academic content.

The revised core competencies associated with curriculum and teaching now include those for teaching in the academic content areas, and are intended to reflect research highlighting that common education practices draw on three broad areas of knowledge:

1. Knowledge of learners and how they learn and develop in social contexts.
2. An understanding of the subject matter and curriculum to be taught in consideration of the social purposes of education.
3. An understanding of teaching in the context of the content and the learners, informed by assessment and supported by a productive learning environment (Darling-Hammond & Bransford, 2005).

3. Attention to *dispositions*.

This edition focuses greater attention on the dispositions required for effective early childhood care and teaching. Dispositions are what people tend to do with their capabilities when a situation calls for it and how. They are a vital link between possessing a skill and effectively applying it. Competence requires not only proficiency with knowledge and a set of specific physical or mental skills, but also hinges on an educator’s inclination to use that skill, their sensitivity in noticing the opportunity or need to apply the skill, as well as their appraisal of the context to determine the “just right” application (Dede & Etemadi, 2021).

Dispositions help educators utilize their skills effectively. They encompass values, attitudes, beliefs, capabilities — social, emotional, and cognitive — and habits of mind that enhance an early childhood educator’s competence. Along with each core competency are a set of key dispositions that are essential to the full expression of competence.

Professional Foundation

The **Core Body of Knowledge** is complementary to and compatible with the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, which offers a unified foundation of workforce competencies relevant across states and territories. New York continues to use the **Core Body of Knowledge** to align professional learning, as it has been widely integrated into the infrastructure of New York Works for Children, the state’s professional development system, and quality improvement initiatives. With this update to the **Core Body of Knowledge**, it is hoped that the core competencies honor, align with, and support the Professional Standards and Competencies.

In addition to the Professional Standards and Competencies, the **Core Body of Knowledge** is further complemented by NAEYC’s foundational statements, essential to supporting a workforce capable of ensuring strong well-being and learning outcomes for young children.

These statements include:

1. Developmentally Appropriate Practice (DAP)
2. NAEYC Early Childhood Program Standards
3. Advancing Equity in Early Childhood
4. Code of Ethical Conduct and Statement of Commitment

New York embraces these statements and NAEYC’s core values, which “emphasize diversity and inclusion and respect the dignity and worth of each individual. The statements are built upon a growing body of research and professional knowledge that underscores the complex and critical ways in which early childhood educators promote learning through relationships — with children, families, and colleagues — that are embedded in a broader societal context of inequities in which implicit and explicit biases are pervasive” (NAEYC, 2019).

NAEYC Principles of Child Development and Learning and Implications that Inform Practice

The core competencies are informed by principles of child development and learning. New York chose to highlight the Principles of Child Development and Learning and Implications that Inform Practice, outlined in NAEYC's statement of Developmentally Appropriate Practice (DAP). Please reference the DAP statement for an in-depth description of the following principles and their research base.

1. Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the other as well as future patterns of growth.
2. All domains of child development — physical development, cognitive development, social and emotional development, and linguistic development (including bilingual or multilingual development), as well as approaches to learning — are important; each domain both supports and is supported by the others.
3. Play promotes joyful learning that fosters self-regulation, language, cognitive, and social competencies, as well as content knowledge across disciplines. Play is essential for all children birth through 8.

4. Although general progressions of development and learning have been identified, variations due to cultural contexts, experiences, and individual differences must also be considered.
5. Children are active learners from birth, constantly taking in and organizing information to create meaning through their relationships, their relationship with their environment, and their overall experiences.
6. Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings.
7. Children learn in an integrated fashion that cuts across academic disciplines or content areas. Because the foundations of content area knowledge are established in early childhood, educators need subject-area knowledge, an understanding of the learning progressions within each content area, and pedagogical knowledge about teaching each area's content effectively.

8. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.

9. Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's development and learning.

In addition to being informed by, aligned with, and supported by the NAYEC Foundational Documents listed above, the core competencies are part of a larger framework for early childhood care and teaching.

Other elements of this framework include:

- The **Core Process**: reflective inquiry
- Nine **Practice Principles** that inform the intention and direction of early childhood care and teaching practice, and
- Nine **Primary Competencies** in three categories:
 1. Professional knowledge
 2. Professional practice
 3. Professional engagement

The primary competencies offer a way to distill the core competencies into the fundamental capabilities required for effective early childhood caregiving and teaching.

The core competencies, outlined across seven core competency areas, support the nine primary competencies.

New York State Framework for Early Childhood Teaching and Learning

Vision for Learning and Well-Being All of New York’s children have access to care and learning environments that promote their well-being and holistic learning and development. Every child belongs. Every child thrives.								
Core Process of Reflective Practice								
Practice Principles								
High regard and high expectations for every child	Commitment to equity	Partnering with families and caregivers enhances learning	Promoting inclusion, belonging, and social interaction	Child-led play and learning	Integrated teaching and learning approaches	Practice informed by research and the science of child development and learning	Assessment practices and feedback inform care and teaching	Professional collaboration
Core Competency Areas								
[1] Child Development and Learning in Context	[2] Family and Community Engagement	[3] Observation and Assessment	[4] Learning Environment	[5] Curriculum and Teaching	[6] Health, Safety, and Nutrition	[7] Professional Engagement		
Primary Competencies								
Professional Knowledge		Professional Practice				Professional Engagement		
(1) Understands children and how they learn	(2) Understands academic content and how to teach it	(3) Creates and maintains a supportive learning environment	(4) Effectively manages physical space, time, routines, and transitions	(5) Assesses, monitors development and learning, and makes effective decisions	(6) Plans and implements engaging, effective teaching and learning	(7) Partners with families to support development and learning	(8) Collaborates and cooperates with professional teams and colleagues	(9) Commits to reflection and improving practice

Core Process: Reflective Inquiry

Continuous inquiry is the core process for the early childhood education profession. It is the process by which educators develop competence across their career.

Educators are lifelong learners. Every day they commit to questioning what they think they know, their beliefs, and their assumptions.

Reflective practice is the ongoing process of being present, thinking deeply and critically, remaining open, inquisitive, and seeking honest answers. The process of reflecting helps educators gain deeper insight and broader perspective, and in turn, enriches their understanding of individual children, of families, of themselves, and of their work.

Applying a **cycle of inquiry** helps educators use reflection to take systematic action to improve. While different models may use different names for each step in the inquiry process, all models share the same basic elements: observing and listening, wondering, thinking critically about meaning, synthesizing multiple perspectives and information from multiple sources to elicit greater understanding, and using new insight to inform and adapt practice.

This process is inherent in the **Cycle of Intentional Teaching** described in the **New York State Early Learning Guidelines** and is shown in the figure below.



Educators use reflective skills at each step in the process. Reflective practice and the cycle of inquiry support two important facets of an early educator’s work.

First, reflection helps educators improve care, teaching, and practice across all competency areas (e.g., partnering with families, collaborating with colleagues, contributing to program culture, etc.). Educators regularly consider what they are doing well and what they might be doing better. They challenge long-held practices. When learning new skills and knowledge, they reflect on their current practice and adjust their strategies, approaches, and behavior. Reflective practice includes asking for and receiving feedback and collaborating to consider multiple perspectives. A process of reflection can also help educators recognize when they might need more resources or support from supervisors, colleagues, or other professionals.

Second, early childhood educators use reflective practice and the cycle of inquiry to respond to individual children or groups of children more effectively. They consider children’s development and learning in relation to their own actions and teaching. They use reflective skills to analyze information from observation and assessment of children’s work and play, identify areas where children may be struggling or have misconceptions, and consider possible causes. They seek the contributions and perspectives of children, as appropriate, and their families to create more inclusive environments and advance each child’s development

and learning. They then make plans and act — adjusting, differentiating, individualizing, or targeting their teaching.

Being a reflective early childhood educator who continuously applies the cycle of inquiry throughout all facets of their work requires several key capabilities, including those related to self-awareness, interpersonal skills, and thinking. Early childhood educators need the metacognitive skills to think about their own beliefs, attitudes, values, and ideas; skills for observation, analysis, and decision-making; and adaptive expertise, or the ability to respond flexibly and make changes to their plans and practice. Further, if early childhood educators are to partner authentically with diverse families and communities, then they must also acquire skills for listening and questioning with cultural sensitivity and collaborating successfully.

To commit to ongoing reflective practice, educators need strategies, tools, and opportunities for inquiry. They must be equipped with multiple ways to learn about and understand the children in their group or classroom — their approaches to learning, prior experiences and knowledge, and cultural and linguistic strengths (Darling-Hammond, et al, 2022). Taking notes, journaling, documenting children’s learning, carving out time to reflect with colleagues, and participating in reflective supervision, coaching or communities of practice are some examples of ways educators can intentionally reflect to support inquiry, continuous learning, and improvement.

Practice Principles

While the core competencies outline “what” early childhood educators need to know and be able to do, the nine practice principles guide “how” early childhood educators approach the work of caregiving and teaching. These principles outline powerful and essential pedagogical approaches that influence the quality of an educator’s practice and, in turn, their ability to enhance child development, learning, and well-being.

- 1.** High regard and high expectations for every child promote self-efficacy, motivation, engagement, and learning.
- 2.** A commitment to equity demands that care and teaching is responsive to unique developmental and learning trajectories and is engaging and appropriately challenging for all children.
- 3.** Strong, active partnerships with parents, families, caregivers, and communities benefit children’s development, learning, and well-being.

- 4.** A supportive, productive learning environment promotes inclusion, belonging, and social interaction.
- 5.** Child-led play and learning support children’s sense of agency, voice, and active contribution to their own learning and that of others.
- 6.** Purposefully integrating developmentally appropriate teaching and learning approaches like child-directed play, adult-guided play, and adult-led learning engages children and promotes development and learning.
- 7.** The science of child development and learning and evidence-based strategies drive practice improvement.
- 8.** Assessment practices and feedback inform care, teaching, and learning.
- 9.** Early childhood educators collaborate with one another and with other professionals to ensure children achieve developmental, learning, and well-being outcomes.

Primary Competencies

The core competencies can be further distilled into nine primary competencies that organize the most essential expectations of an effective early childhood educator. Early child educators:

Professional Knowledge	Professional Practice	Professional Engagement
<p>1. Understand children and how they learn.</p> <p>2. Understand academic content and how to teach it.</p>	<p>3. Create and maintain a safe and supportive learning environment.</p> <p>4. Effectively manage physical space, time, routines, and transitions.</p> <p>5. Assess, monitor development and learning, and make effective decisions.</p> <p>6. Plan for and implement engaging and effective teaching and learning.</p>	<p>7. Partner with families to support children’s development and learning.</p> <p>8. Cooperate and collaborate effectively with professional teams and colleagues.</p> <p>9. Commit to reflection and improving practice.</p>

How to Use this Document

Directors and program leaders are encouraged to reflect on the competencies and consider how policies and practices within their program support educators' increasing competence. The competencies will help program leaders avoid a "one-size-fits-all" approach to professional learning. Each educator needs a developmental approach, individualized learning, and consistent reflective supervision.

Higher education faculty will want to use the **Core Body of Knowledge** to inform coursework and programming, including fieldwork and evaluation of student competence. Courses that have already been developed can be aligned to the **Core Body of Knowledge**. Early childhood education departments might consider the full landscape of their offerings and identify which areas of the **Core Body of Knowledge** are not addressed. Such a survey might prove useful for future course development. As an assignment, early childhood education students might put together a portfolio that demonstrates their understanding of essential competencies. Faculty advisors are encouraged to use the **Core Body of Knowledge** to guide their observations and discussions with student teachers.

Providers of professional development will want to use the **Core Body of Knowledge** to reflect on their knowledge and skills and to plan for their own professional learning. They will want to consider the core competencies and related expectations, knowledge, skills, and dispositions when identifying outcomes, planning learning objectives, and organizing content for professional learning. Coaches will find core competencies a helpful starting point for assessing coachees' general areas of competency and to provide clear direction for relationship-based professional development that targets specific practices and strategies.

1 Child Development and Learning in Context

Core Competencies



Early childhood educators are knowledgeable about individual children, child development, learning, and the learning process.

- Using Knowledge of Child Development to Make Informed Decisions
- Practices to Support Child Development and Learning
- Promoting the Development of Academic Knowledge and Skills

1 Child Development and Learning in Context

Core Knowledge | *The early childhood educator understands...*

K-1a The profession's current understanding of the pathways and progressions across the domains of development, birth through age 8, including social, emotional, cognitive, linguistic (monolingual and emergent multilingual) academic, physical, and psychological, and how the domains interact.

K-1b That children develop in different domains at different times and at different rates.

K-1c How to use the New York State Early Learning Guidelines and other state or local standards for early childhood development to understand the scope and sequence of development and learning across domains and plan appropriate activities and learning experiences.

K-1d Different types of play (e.g., solitary, parallel, social, cooperative, onlooker, physical, and constructive) and ways to promote learning through play.

K-1e How play helps young children develop imaginative and thinking skills, language (both English and home language), problem-solving skills, and peer relationships.

K-1f The science that explains the negative effects of chronic stress and exposure to trauma and adversity on development and learning.

K-1g The influence of protective factors like secure, responsive relationships on brain development.

K-1h How developmental domains interact to facilitate learning and development.

K-1i The ways that the developmental progressions of monolingual, bilingual, and multilingual learners might differ.

K-1j The cognitive, social, and emotional benefits of multilingualism and multiculturalism.

K-1k That systemic oppression has historically harmed the strong identity of the family and child and has contributed to beliefs that different cultural and linguistic practices result in deficit.

K-1l The relationship between social-emotional development and acquisition of an additional language.

K-1m Early language development and practices to promote first, second, and multilingual language development.

K-1n The ways in which culture relates to communication and ways of knowing and being.

K-1o The development of reading skills, math skills and language proficiency for those whose first language is English and those for whom it is not.

K-1p The characteristics of common developmental delays and disabilities.

K-1q Why and how to provide accommodations and adaptations to meet the needs of individual children.

K-1r The ways that culture, nutrition, socioeconomic status, experience, and family style can influence child growth, development, and learning.

K-1s Issues and policies that impact child development and learning.

K-1t Limitations of child development theories and research based on predominantly white, middle-class, English-speaking, non-disabled children, and the need for ongoing research and theories of child development that include multicultural and international perspectives.

Essential Skills | *The early childhood educator can...*

S-1a Recognize developmental milestones across domains, as well as signs of possible developmental delay, disability, or special needs.

S-1b Use knowledge of child development and learning, as well as observation and assessment, to understand how children are thinking during the learning process.

S-1c Apply the cycle of assessment, planning implementation, and evaluation to support development.

S-1d Identify the zone of proximal development for each child in each domain as a starting point for teaching, building on what children already know and providing intentional supports for what they are ready to learn.

S-1e Adapt and modify environments and learning experiences to meet the needs of all children.

S-1f Use information about language proficiency levels and intentionally use tools to assess and foster language development in English and children's home language(s).

S-1g Implement strategies to provide language support that makes learning accessible and creates shared understanding.

Habits of Mind and Dispositions | *The early childhood educator...*

D-1a Commits to all children's development and learning.

D-1b Demonstrates humility and empathy to understand and support each child's unique developmental growth, dispositions, behaviors and experiences along their social identities, race, ethnicity, culture, language(s), class, religious, and family practices and beliefs.

D-1c Wonders about children's interests and motivations.

D-1d Notices details about what children say and do.

D-1e Honors children's strengths, differences, and needs.

D-1f Creatively identifies ways for all children to participate and learn.

1.1 Knowledge of Child Development

Early childhood educators understand how children develop across domains from birth through age 8 and the practices and strategies that promote children’s development.

1.1a Science of Child Development and Learning

Understands the science that underlies young children’s development and learning.

1.1b How Developmental Domains Interact

Understands how the domains of development interact to facilitate young children’s development and learning.

1.1c Developmental Trajectories, Practices, and Instructional Tasks

Understands developmental trajectories (goals, progressions, and strategies and practices) and how children develop competence in each of the developmental domains.

1.1d Influence of Biological and Environmental Factors

Understands the science that sheds light on the interaction between biological and environmental factors that influence children’s development and learning, including the positive effects of protective factors like secure, nurturing relationships and negative factors like chronic stress and trauma.

1.1e Inequities in Child Development and Learning

Understands child development and learning theory in the context of societal structures, particularly the inequitable learning conditions and opportunities that impact marginalized and vulnerable children and families.

1.2 Knowledge of Academic Content and Pedagogy

Early childhood educators understand how children develop competence in each of the academic content areas. This includes an understanding of the core concepts and the learning trajectories (goals, progressions, and strategies and practices) of each discipline.

1.2a Literacy

Understands literacy development, the core literacy concepts essential for young learners, the major controversies, and the teaching strategies specific to the discipline to support young children's literacy learning. Understands engaging and developmentally appropriate ways, like recording group stories, poems, and songs, to help children understand the connection between oral and written language.

1.2b Math

Understands math development, the core math concepts essential for young learners, and the teaching strategies specific to the discipline to support young children's math learning.

1.2c Science

Understands the development of scientific thinking, the core science concepts for young learners, and the teaching strategies specific to the discipline to support young children's science learning.

1.2d Social Studies

Understands the progression of young children's development of social studies concepts, knowledge, and skills, the core social studies concepts and topics for young learners, and the teaching strategies specific to the discipline to support young children's understanding of social studies.

1.2e Technology

Understands the progression of young children's learning related to building or creating technology, emergent technology skills, the core concepts like computational thinking, and teaching strategies specific to the discipline to promote children's learning about technology.

1.2f Engineering

Understands the progression of young children's learning related to engineering concepts and skill development, the core concepts of the discipline, and related teaching strategies to promote children's learning of concepts, practices, and topics in engineering.

1.2g Visual Arts

Understands learning progressions, the core concepts of each discipline, and related teaching strategies to support young children’s understanding of concepts, practices, and topics in the visual arts.

1.2h Performing Arts

Understands learning progressions, the core concepts of each discipline, and related teaching strategies to support young children’s understanding of concepts, practices, and topics in the performing arts.

1.3 Informed Decision-Making

Early childhood educators make informed, data-based decisions to ensure all children can access the learning environment and learning experiences, participate fully, and receive the support they need to meet learning and development outcomes.

1.3a Understanding Each Child

Seeks to deeply know each child and uses observation, assessment, and information shared by families to understand each child's development and learning, unique strengths, interests, funds of knowledge, culture, and needs.

1.3b Considering Multiple Contexts and Influences

Considers the multiple contexts in which children develop, including family, language, culture, community, and broader societal contexts, when reflecting on children's development and making practice decisions.

Decision-making reflects consideration of the following possible influences when interpreting children's observable behavior and performances:

- Family and community characteristics
- Language and cultural factors
- Relationships with adults and peers
- Economic conditions of families and communities
- Specific experiences, both protective and adverse
- Sufficient opportunity to play and learn
- Experiences with technology and media
- Specific issues and policies, including structural inequities

1.3c Applying Knowledge of Child Development

Applies knowledge of the science that underlies child development and an understanding of development and learning trajectories.

1.3d Applying Knowledge of Cognitive Processes

Applies an understanding of the cognitive processes that enable children to learn and that contribute to positive approaches to learning, including perception, memory, attention, and language.

1.4 Cycle of Assessment, Planning, Implementation, and Evaluation

Early childhood educators apply the cycle of assessment, planning, implementation, and evaluation to create inclusive learning environments and to provide multitiered teaching to meet the unique needs of each child.

1.4a Gathering and Summarizing Data

Gathers, documents, and summarizes information shared by families and other programs or professionals, as well as data collected through observation, documentation, and assessment, to develop a comprehensive understanding of each child's strengths, interests, and current level of development.

1.4b Determining What to Teach

To respond to the needs of each child, uses state or agency standards (e.g., NYS Early Learning Guidelines, Head Start Outcomes), an understanding of developmental areas, and an understanding of children's individual needs to interpret trends and patterns and decide where to begin teaching all children, some children, and individual children.

1.4c Planning Learning Experiences and Instruction

Intentionally plans tiered universal, focused, and systematic learning experiences and instruction, considering when, where, with what, and how teaching will be provided to ensure all children receive the teaching they need.

1.4d Monitoring Progress

Collects data to evaluate the effectiveness of teaching and considers how well learning experiences meet children's needs and interests.

1.5 Promoting Cognitive Development

Early childhood educators implement practices that promote children’s cognitive development.

1.5a Emotionally Supportive and Responsive Relationships

Provides emotional support by being responsive to children’s interests and needs and considers each child’s temperament when responding; understands that emotional support is a prerequisite for the cognitive and attentional engagement young children need to benefit from learning opportunities.

1.5b Creating a Context for Learning

Creates the social emotional and physical conditions that promote children’s development and learning.

Promoting Exploration

Promotes children’s exploration of their environment to learn about objects, self, and others:

- Encourages children to use their senses to explore toys, materials, and people in their environment with independence.
- Makes safe toys and materials available on low, open shelves so children can make choices about what to explore.
- Offers toys and materials that are open-ended, have multiple uses, and that provoke children’s interest.

Awareness and Accessibility

Is aware and accessible when children are exploring on their own; observes children closely and steps in to provide more information to support children’s concept development.

Learning in the Context of Responsive Interactions

Embeds learning opportunities in warm, responsive social interactions.

1.5c Specific Practices

Uses specific practices to support children’s cognitive development:

Cueing

Raises infants’ and very young children’s awareness of “learning moments” by using cues such as face-to-face contact, calling children’s names, using infant-directed language, and pointing.

Building on Children’s Interests

Capitalizes on children’s interests to promote children’s cognitive development; when engaging with infants, copies their sounds, gestures, facial expressions, and actions to foster imitation play behaviors.

Using Labels

Uses labels when interacting with children to build their understanding of concepts.

Narrating

As they interact with children, uses language that describes what they are doing and why, and narrates children's actions, experiences of emotional reaction, and accomplishments.

Highlighting Cause and Effect

Describes children's actions and the results of those actions, highlighting the cause-and-effect relationship.

Interactive Read Aloud

Uses interactive storybook reading; children describe the pictures and label different elements while both the children and adult ask and answer questions about the story.

Using a Rich and Varied Vocabulary

Uses varied vocabulary in interactions with children.

Extending Conversation

Initiates conversation with children related to their interest and experiences; extends conversation with children on a single topic, rather than switching topics.

Asking Open-Ended Questions

Asks open-ended questions.

1.6 Promoting Language Development

Early childhood educators create a language-rich environment and implement practices that support children’s language development.

1.6a Helping Children Understand and Respond to Increasingly Complex Communication

- Arranges the learning environment to include places for children to have conversations.
- When working with infants, responds to verbal and non-verbal communications and responds with verbal and facial expressions that continue a back-and-forth exchange.
- Adjusts requests and directions to children’s age and stage of development.
- Uses questions and short comments to encourage toddlers’ thinking and learning language.
- Creates books using photos of children and their families.
- Talks with children about their experiences and responds to their interests, modeling language skills.
- Speaks slowly and clearly, and stops to check that children understand.
- Uses precise language and a rich, developmentally appropriate vocabulary.
- Learns and uses words and phrases in children’s home language.
- Encourages children to listen and have conversations with each other.

1.6b Supporting Children’s Ability to Express Themselves

- Responds to children’s verbal and non-verbal requests consistently.
- Repeats children’s communications to confirm and clarify and to extend their language use.
- Models the give and take of conversation by having one-on-one conversations with children.
- Supports children in learning how to take turns expressing their ideas.
- Provides lots of opportunities for children to use language with adults and each other.
- Includes interesting things to explore in the environment to provoke children’s ideas and conversation.
- Creates charts or displays with photos of children’s experiences so they can revisit and discuss.
- Provides augmentative or alternative communication tools, like communication boards, when needed to help children express themselves.
- Pairs children with strong expressive language skills with those with less developed expressive language skills to support all children’s active participation.
- Provides a reasonable response time for all children and specific examples of how they expect children to participate.

- Validates and supports children’s expression using various forms of documentation, including video, dictation, photography, audio recording, etc.

1.6c Supporting Children’s Understanding and Use of Words in Communication

- For infants and toddlers, provides the words for objects and other things and repeats them often.
- Introduces new vocabulary words in response to children’s interests and helps them learn new words in response to feelings and desires.
- Uses vocabulary children might not know yet to help build on children’s language.
- Provides a language-rich environment, with lots of conversation, questions, and print in English and children’s home language(s).
- Uses dramatic play props to reflect children’s interests and experiences and to help expand their vocabulary and use of language.
- Provides numerous, varied opportunities to develop vocabulary, including conversations, investigations, field trips, books, etc.

1.6d Using Interactive Storybook Reading

- For infants and toddlers, introduces simple stories through board books.
- Provides books and stories in children’s home language and in English.
- Has intentional conversations with children while reading books to stimulate questions and conversations about the content of the book, but also about other related topics and ideas, building vocabulary and awareness of new concepts.
- Reads books repeatedly to help children become more familiar with vocabulary and to have more elaborate conversations about the book.
- Highlights phonological and print features of words while reading.

1.7 Promoting Social and Emotional Development

Early childhood educators implement practices that promote children’s social and emotional development.

1.7a Trusting Relationships

Builds trusting relationships with children. Some strategies include:

- Expressing warm welcomes and goodbyes.
- Responding to children’s positive and negative emotions in ways that let children know they are respected.
- Smiling, laughing, and using gentle touch and tone to convey warmth.
- Scanning the environment and responding when children need help.
- Cultivating closeness and open communication through one-on-one conversation and play with children.
- Demonstrating respect by kneeling, making eye contact (if culturally appropriate), and listening closely until a child is finished talking.
- Acknowledging children’s positive behavior.
- Considering temperament and individual differences when interacting with children and planning experiences.

1.7b Intentional Teaching of Social and Emotional Skills

Uses intentional interactions and explicit instruction to help children build relationships with others and play and learn productively in the classroom or program. Some strategies include:

- Using children’s books to connect characters’ experiences to those of the children in the class, introduce a social-emotional skill, or help with relevant social-emotional behaviors in the classroom.
- Providing meaningful feedback and praise to help children develop social-emotional skills — describing what they see without making generalizations, evaluations, or comparisons.
- Modeling appropriate behavior and encouraging cooperative work, critical thinking, effective problem-solving, and conflict resolution.
- Using verbal and visual cues to assist children with social behavior.
- Encouraging peer support; asking a child to help a peer who needs assistance.

1.7c Regulation and Functioning

Implements practices that support children in their emotional functioning. Some strategies include:

- Designing the environment to maximize positive behaviors and minimize those that cause challenges that lead to difficult emotions; for example, providing a space for children to save projects they are still working on.
- Talking with children in advance to prepare them for changes and transitions.
- Inviting children to express their feelings and listen to the feelings of others.
- Acknowledging and accepting children's feelings.
- Coaching children through situations that require them to manage strong emotions or problem-solve; naming strong emotions while offering ways to manage them.
- Providing spaces and materials for children to manage, express, and discuss emotions.

1.7d Identity Development, Self-Esteem, and Self-Efficacy

Helps children recognize that they have a unique identity and express positive feelings about self, family, and community.

Some strategies include:

- Showing an interest in children's life at home and in the program.
- Using children's preferred names and pronouns and noticing the contributions of each child during daily routines and activities.
- Greeting children warmly and inviting families to share information about their child and background.
- Displaying photos and artifacts that create a welcoming, homelike environment.
- Ensuring the materials, toys and displays in the environment reflect children's cultural and linguistic backgrounds and experiences.
- Planning activities that allow children to express what makes them unique.
- Seeking out ways to help children feel successful and to identify and pursue interests.
- Inviting children to share their processes on projects to highlight unique approaches and different perspectives.

1.8 Promoting Physical Development

Early childhood educators include activities that involve the arts, physical education, and play to enhance motor development and sensory development.

1.8a Setting a Context for Sensory and Motor Exploration

Designs an environment and schedule that encourages a variety of sensory and motor experiences.

- Respects a child's individual pace for developing motor skills.
- Encourages children to use their senses to acquire information.
- Provides the appropriate toys, materials, and equipment to encourage sensory experiences and motor skill development.
- Makes sure that indoor and outdoor environments allow children to move freely and use perceptual information as they move their body and interact with others.
- Ensures that children spend time each day in outdoor gross motor play.

1.8b Learning Experiences

Provides opportunities, scaffolding, and instruction to strengthen sensory integration, gross motor, and fine motor development.

- Supports children in their pursuit of reasonable physical challenges.
- Helps children master self-help skills like eating, toileting, and dressing.
- Provides opportunities and activities that strengthen hand and finger muscles, as well as coordination.
- Provides children with opportunities and materials that foster sensory integration.
- Creates opportunities for children to practice skills that develop coordination, balance, movement, and strength:
 - Locomotor skills: rolling, crawling, walking, running, jumping, hopping, galloping, sliding, skipping, leaping.
 - Object control: throwing, catching, kicking, striking, trapping, dribbling, ball rolling.
 - Stability skills: turning, twisting, bending, stretching, reaching, lifting, balancing.
 - Activities that cross the midline: easel painting, clapping pattern games.
- Adapts physical activities to children's skill and developmental level.
- Provides effective scaffolding to help children toward mastering skills.

1.9 Promoting the Development and Learning of Emergent Multilingual Learners

Early childhood educators support emergent multilingual learners to develop home languages and proficiency in English.

1.9a Climate

Creates a climate that is strengths-based and embraces diversity; acts in accordance with principles that reinforce values that honor and celebrate diversity, such as the Head Start Multicultural Principles.

- Engages in responsive interactions and works to build positive relationships with all children to ensure they feel accepted and secure.
- Helps children to recognize that knowing more than one language is an asset; supports continued development of the home language(s).
- Accepts children's best efforts to communicate in the second language.
- Allows the bilingual/multilingual child to observe without the pressure to respond.

1.9b Partnering with Families

Learns from families about their priorities, experiences, and children's language and cultural background to provide responsive and individualized development and learning supports; encourages families' key role in supporting home language development.

1.9c Multilingual Ecology

Implements culturally and linguistically sustaining practices to create a multilingual ecology, to promote continuity between children's home environment and the environment of the classroom or group, and to foster children's sense of belonging, social connectedness, and emotional attachment. Some examples of practices include:

- Utilizing materials, including visuals, toys, books, artwork, and learning experiences, to create continuity between children's home lives and that of the classroom or group.
- Leveraging children's home languages whenever possible and providing intentional scaffolds to help children make connections to English and to content and to engage meaningfully in learning experiences and extend language.
- Using translanguaging that respects children's choice of language and multimodal strategies to help children build connections, understanding, and knowledge.

1.9d Approach to Language Development

Implements an intentional approach to language development in the classroom or group that includes support for the home language. Examples include dual immersion, home language with English support, and English with home language support.

1.9e Appropriate Curriculum

Uses evidence-based curriculum that is appropriate for the children served, and that reflects the principles of universal design for learning, to promote children’s development across all domains and to support English language development in children who are emergent multilingual learners. Instruction for emergent multilingual learners in the early elementary grades should include:

- Instruction in foundational literacy skills to emergent multilingual learners (i.e., phonemic awareness, phonics, decoding, and encoding).
- Instruction to support children’s vocabulary development and sophisticated words, content knowledge, and expression in the language of instruction with multimodal teaching strategies.

1.9f Culturally Responsive and Sustaining Practice in Foundational Literacy Skill Development

Provides the explicit instruction and corrective feedback that children need to learn foundational literacy skills in supportive, affirming ways; highlights the connections between children’s home language and English and celebrates applying an understanding of home language(s) to learn literacy skills in a new language.

1.9g Appropriate Screening and Assessment

Uses culturally appropriate developmental and behavioral screening and assessment to track children’s milestones and identify concerns and the need for further evaluation and early intervention.

1.9h Smooth Transitions With and Between Programs

Supports smooth transitions for emergent multilingual learners and their families within and between early childhood programs.

1.9i Additional Strategies

Uses specific strategies to support emergent multilingual learners. Some strategies include:

Environment

- Creating a high-quality language environment through lots of talking, reading, singing, playing, and explicit instruction.
- Providing opportunities for children to experience oral and written communication in a language that their family uses and understands.
- Writing messages, including those for parent communication, in English and home languages.
- Labeling objects and materials in English and children’s home language(s).
- Making books on a variety of topics available in children’s home languages.
- Designating a peer to help the emergent multilingual child find materials or participate in learning activities.
- Using role play and cooperative group work to increase communication opportunities.

Teaching

- Learning and using key words in a child's home language to communicate physical needs like asking to use the bathroom or to get a drink, to request help, and/or to express emotions.
- Encouraging and/or using translanguaging that respects children's choice of language and/or multimodal strategies to flexibly make meaning, shape experiences, and build understanding and knowledge.
- Including speakers of children's home languages in intentional and meaningful ways in classroom activities.
- Using props, visual aids, and body language to help children understand and express themselves.
- Using repetition, pauses, short sentences, and frequent comprehension checks to support receptive language.

Family Partnerships

- Demonstrating respect and interest in the lives and cultures of all children and their family members, regardless of level of English proficiency.
- Identifying each family's preferred language for communication.
- Learning from families about children's language background (i.e., about level of exposure to English and home language, if they are learning more than one language at the same time starting around birth or if they started learning an additional language after age 3, what the dominant language is, and any individual characteristics, strengths, and challenges).
- Using family surveys and interviews to learn more about how each family would like to be involved in the life of the classroom, program, or group.
- Including all families; inviting all families to volunteer or participate in special events, activities, and trips.
- Connecting families who need language assistance services with appropriate resources.
- Sharing the importance of bilingualism and multilingualism with families and providing strategies for how families can support children's development of the home language.

1.10 Promoting Cognitive Processes and Learning Dispositions

Early childhood educators implement practices that promote the cognitive processes of attention, memory, perception, language, and cognitive flexibility and reasoning, needed for children to learn and develop positive approaches to learning.

Specific Strategies and Actions

1.10a Self-Regulation

Supports children's ability to manage their emotions, as well as their words, actions, and behavior. Some strategies include:

- When working with infants and toddlers, soothing them with voice and touch to reach a calmer state.
- Investigating and providing for children's sensory preferences.
- Uses empathy to help children recognize and name their emotions, helping them develop a vocabulary of feelings.
- Creating a learning environment that provides an adequate level of stimulation for children, keeping them interested without overwhelming them.
- Making sure the learning environment has enough appropriate toys and materials.
- Observing how children use toys and materials to ensure they are a good fit – neither too frustrating nor too easy – and offer appropriate challenge.
- Ensuring the environment has sufficient space for active, as well as quiet or individual, play.
- Providing dramatic play props, materials (i.e., art, writing), and opportunities for children to role-play or act out coping with strong emotions.

- Reading children's cues and responding by adjusting expectations and activities.
- Helping children read the cues of the environment and respond appropriately.
- Using positive guidance strategies to help children manage routines, transitions, and learn appropriate behavior.
- Teaching strategies to help children regulate their energy.
- Providing instruction in ways to cope with strong emotions like fear, anger, and frustration.

1.10b Attention, Perseverance, Memory, and Flexibility

Helps children develop their ability to attend, remember, persevere, and demonstrate flexibility.

- Modeling flexibility and persistence.
- With infants and toddlers, promoting joint attention by looking, pointing, or using other verbal or nonverbal means.
- Following a predictable schedule.
- Announcing and helping children manage transitions.
- Expressing confidence in a child's ability to accomplish a task or a goal.

- Acknowledging when children exert self-discipline and self-control.
- Recognizing children’s effort rather than accomplishments, intelligence, or fixed characteristics.
- Providing enough time for children to be successful at their own pace.
- Ensuring challenges are developmentally appropriate so children can focus and persist.
- Offering new props or roles to help children explore high-level imaginary play.
- Chunking information into smaller pieces to help children build working memory and experience success in following directions.
- Introducing children to games that encourage visual memory, like Concentration, or other card or board games, like Go Fish, that encourage working memory skills, waiting for a turn, and considering different options.
- Providing support to help children take the perspective of others.
- Supporting children in learning how to use language to communicate their needs, problem-solve, and resolve conflict.

1.10c Initiative and Curiosity

Encourages children to take initiative and express curiosity toward interactions, materials, and explorations.

- Involving children as partners and leaders in routines and jobs.

- Narrating descriptions of what they are doing and what children are doing.
- Placing materials and toys where children can reach them and encouraging children to use them in their own ways.
- When introducing new materials, allowing time for children to explore them on their own.
- When working with infants and toddlers, following the lead of individual children in conversations and activities.
- Observing and waiting before intervening to help children problem-solve.
- Allowing children to decide to ask for help.
- Asking open-ended questions that invite children to elaborate, explain, and share their reasoning.

1.10d Creativity and Expression

Supports children’s use of creativity to understand their world, express their thinking, and engage their imaginations.

- Repeating back the sounds that infants make to encourage their ability to imitate.
- Providing play experiences that help children make connections between their real-life experiences and those in books.
- For toddlers, ensuring there are spaces for two or three children to play together.
- When working with toddlers, extending creative play by scaffolding children’s emergent social skills.
- Creating play spaces with plenty of props for imaginative play.

- Extending creative play by offering new props, commenting on the play, and joining in when appropriate.
- Asking questions that encourage divergent thinking or seeing things from different perspectives.
- Inviting children to share their process for creating art, block structures, etc.
- Designing the schedule so that children have long blocks of time to carry out their plans.

1.10e Planning, Reasoning, and Problem-Solving

Helps children learn to reason, plan, and use problem-solving strategies.

- Acknowledging and valuing children’s problem-solving attempts and successes.
- Observing and recognizing when a child may need support but allowing ample time for children to problem-solve before stepping in to support them.
- Commenting and asking questions that help children predict, explain, and reason about their world.
- Accepting children’s thinking whether it is accurate or not, while also scaffolding their discovery of a more accurate conclusion.
- Providing materials and tools for children to use that offer just enough challenge, without proving frustrating.
- Offering tools (child-size versions or real tools, as appropriate), like magnifying glasses or tweezers, that help them further explore their world and solve problems.
- Observing children’s reasoning and problem-solving closely and working to build upon and extend their current skills.

Early childhood educators implement trauma-informed approaches that support children experiencing chronic stress, adversity and/or trauma and to support the holistic well-being of all children.

1.11a Prioritizing Children's Experiences

Prioritizes children's rights, needs, identities, perspectives, and experiences and works to build warm, strong relationships with every child.

1.11b Creating a Calm, Predictable Learning Environment

Effectively manages the physical environment, schedules, routines, and transitions to provide a predictable sense of structure and consistency and promote children's sense of safety.

- Making transitions smooth, calm, minimal, and brief; giving advance notice before transitions and clear explanations about what will happen after.
- Explicitly teaching and reviewing clear routines and expectations.
- Creating cozy, quiet areas for children.
- Organizing materials well.
- Posting a schedule with pictures and reviewing it daily.
- Providing children with advance information when there is a schedule change.
- Arranging the space to promote children's cooperation and socialization.

1.11c Teaching Strategies to Calm Strong Emotions

Teaches children to identify and name their emotions and strategies for calming when they feel overwhelmed.

1.11d Embracing Playful Learning and Creative Expression

Promotes playful learning and experiences in the arts that are sensitive to experiences of individual children and their preferences.

1.11e Remaining Calm

Uses a soft tone of voice with children and sets a steady, calm pace for children's learning and play; is aware of their own triggers and emotions and uses a repertoire of strategies to cope and re-energize; seeks out support from others when needed.

1.12 Promoting Literacy

Early childhood educators use knowledge of child development and an understanding of literacy learning trajectories to support children’s literacy development through intentional interactions and explicit tiered teaching.

1.12a Promoting Oral Language Skills, Vocabulary, and Concept Development

Engages children in frequent, high-quality back-and-forth interactions; provides opportunities for meaningful speaking and listening interactions and explicit language instruction to help them develop oral language skills and an understanding of concepts and vocabulary, which are essential for later reading success.

1.12b Opportunities to Engage with Authentic Texts

Provides children with multiple opportunities to listen to, read, and talk about authentic, meaningful texts every day.

1.12c Text Selection

Selects texts to read to and with children that are culturally responsive and in which children can both see themselves and learn about others; chooses texts that scaffold children’s ability to access increasingly complex texts, offering an opportunity to develop content knowledge, academic vocabulary, and literacy strategies.

1.12d Foundational Literacy Skills

Uses flexible small- and whole-group teaching and spontaneously occurring opportunities to provide all children with equitable opportunities to learn and practice the foundational literacy skills needed for reading comprehension. Foundational skills include:

Print Concepts

Models and discusses print concepts (print conventions, the ideas that printed letters make words that correspond to oral language and that print conveys meaning) in authentic contexts, including those that spontaneously arise during children’s exploration and play; using a positive and affirming approach, helps emergent multilingual learners compare print characteristics of English and their home language.

Phonological Awareness

Provides consistent and plentiful opportunities for children to develop phonological awareness skills at the syllable, onset and rime, and individual phoneme level through poetry, rhyme, word play, and songs; asks families of emergent multilingual learners to share culturally relevant and teachable rhymes in their home language; and builds

phonological awareness activities around them for the whole class or group.

Alphabet Knowledge and Letter Formation

In prekindergarten, helps children begin to learn letter names and models how to write the uppercase letters and the lowercase letters in children's own name; introduces children to letter-sound correspondence.

Phonics, Decoding, and Encoding

In kindergarten and the early elementary grades, uses small- and whole-group teaching and explicit instruction with rapid, repetitive cycles of practice to help children learn each letter's name, sound, and efficient letter formation (rather than focusing on a letter per day or per week).

1.12e Comprehension

Engages children in active discussions in small groups, whole groups, and individually; plans activities and experiences to support their thoughtful exploration of text, comprehension, and language development.

1.12f Writing Development

Integrates authentic opportunities for children to learn and practice writing skills throughout the day and across content areas.

1.13 Promoting Math Development

Early childhood educators use knowledge of child development and an understanding of math learning trajectories to support children’s math development.

1.13a Anchoring Math Learning in Wonder and Joy

Builds on children’s natural sense of wonder, curiosity, and joy to support children’s math learning; responds to spontaneously occurring opportunities to connect math learning to children’s play and daily activities; helps children to see math in real-life contexts throughout their day.

1.13b Connecting to and Building Upon Home and Community Experiences

Creates meaningful math learning experiences that connect to children’s formal and informal math knowledge and their cultural, linguistic, family, home, and community experiences.

1.13c Multitiered Instruction and Progress Monitoring

Implements explicit tiered teaching and progress monitoring to ensure that math teaching builds on what each child already knows and to provide equitable instruction in foundational math content and skills for all children.

1.13d Focus on Reasonable and Flexible, Real-World Problem-Solving

Implements effective teaching practices that help all children develop reasoning and problem-solving abilities across mathematical concepts and ideas; avoids a one-size-fits-all or a narrow, developmental approach that limits math learning experience to rote counting, number recognition, procedures, or answer-getting.

1.13e Communicating, Representing, and Describing Mathematical Thinking

Encourages children through prompts and open-ended questions to describe their math ideas, moving from informal representation and language to more formal representation and math vocabulary.

1.13f Instruction in Essential Content Areas and Foundational Math Skills

Builds on children’s natural curiosity about math and dedicates time each day to flexible small- and whole-group teaching to provide all children with opportunities for learning in essential math content areas needed for real-world problem-solving. Essential content areas include:

Number and Operations

Uses developmental progressions to guide teaching of number and operations concepts:

- **Subitizing:** Uses playful activities, dice, and card games to support subitizing, the ability to recognize a total number of objects in a small collection (1-5) rapidly and accurately.
- **One-to-one counting:** Promotes accurate one-to-one counting to determine the total number of objects in a set.
- **Magnitude:** Helps children use number words and counting to compare quantities.

Geometry

Uses an understanding of developmental progressions to provide math play, exploration, and explicit instruction to help children recognize, name, and compare shapes, and then to combine and separate shapes.

Pattern and Algebraic Thinking

Encourages children to look for and identify patterns, then to extend, correct, and create patterns.

Measurement

Teaches children to make direct comparisons and to use standard and non-standard units and tools.

Data and Statistics

Supports children to work with and understand data in developmentally appropriate ways beginning in kindergarten, laying the foundation for children's ability to make good judgments, use tools effectively and responsibly, and use data to make reasoned decisions.

1.14 Promoting Learning in Science

Early childhood educators plan learning experiences that engage children in scientific practices and develop their scientific understanding.

1.14a Opportunities for Exploration

Provides regular opportunities for children to explore, observe, describe, classify, compare, and ask questions about their environment.

1.14b Fostering Curiosity

Supports children's ability to formulate and ask questions; encourages children to engage in rich discussion, and as developmentally appropriate, seek answers in increasingly systematic ways.

1.14c Probing Questions

Uses probing questions to steer children toward discovery, rather than providing facts and explanations.

1.14d Honoring Children's Thinking

Values the thinking processes that underlie children's early conceptual understanding; designs developmentally appropriate learning experiences that help children learn explanations that are closer to scientific reality.

1.14e Hands-On and Inquiry-Based Approaches

Engages children through interactive, hands-on approaches to learning science principles; uses inquiry approaches to

teach children scientific thinking skills like predicting, observing, gathering information, inferring, generalizing, and analyzing data to examine their own hypotheses.

1.14f Child-Led Experiences

Encourages children to take control of the direction of their investigations and extend them if they wish, rather than relying on predesigned experiments.

1.14g Curriculum Design

Implements an intentional program of sequential learning experiences that balance the need for children to learn scientific facts as well as scientific processes.

1.14h Scientific Practices

Plans learning experiences that emphasize scientific practices such as asking questions and defining problems; developing and using models; analyzing and interpreting data; using math and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information.

1.15 Promoting Learning in Social Studies

Early childhood educators plan experiences in social studies that help children form and voice their opinions, identify and solve problems, work collaboratively, perceive diversity and inequality, and recognize the consequences of their behaviors and decisions on others.

1.15a Identity

Helps children cultivate a positive sense of identity, and as appropriate, connection to where they live (sense of place).

1.15b Nurturing a Climate of Inclusion

Creates a nurturing environment that fosters inclusion and equity; focuses on diversity among children's cultures and languages so that social concepts and social systems are represented.

1.15c Curating the Physical and Social Learning Environment

Makes intentional selections when choosing vocabulary; exposes children to visual representations, play materials, books and literature that reflect the family structures, languages, and racial and/or ethnic cultures of the children in the group to ensure children's sense of belonging and membership to the community.

1.15d Social Interaction and Peer Relationships

Provides opportunities for children to move within and between different social groups in the program and/or

community as a way of exploring their own identity in relation to others, intentionally setting the foundation for understanding social studies.

1.15e Embracing Diversity and Social Justice

Sets the tone for social studies learning by making curricular and instructional decisions that embrace diversity and social justice while intentionally challenging bias and inequity.

1.15f Encouraging Exploration of Bias and Inequity

Encourages children to explore, ask questions, and discuss social systems, including nonverbal but observable cues that reflect subtle forms of bias, discrimination, and inequity.

1.15g Topics for Study

Focuses learning experiences on intentional topics of interest for the children in the group anchored in concepts related to self, family, program or school, and the local community; provides opportunities for real-world problem-solving.

1.15h Encourages Collaboration, Discussion, and Debate

Engages children in learning experiences that encourage them to discuss, debate, and think critically to solve important problems, interact, and collaborate to accomplish goals.

1.15i Engaging and Meaningful Learning Experiences

Plans learning experiences that encourage children to express their compassion, caring, and the desire to help others and that are:

- Developmentally appropriate
- Based on real-world contexts
- Open-ended and inquiry-based
- Project-based, extending over the course of several weeks
- Offer contributions to the program, school, or community
- Supportive of specific social-emotional skills and cognitive dispositions or approaches to learning

1.15j Multiple Means for Representation and Expression

Provides opportunities for children to learn and express their understanding of social studies through a variety of ways like writing, art, dramatic play, construction, and music and movement.

1.16 Promoting Children's Use of Technology

Early childhood educators support children to learn how to use technology as a tool and to be critical consumers of technology.

1.16a Evaluating Technology Resources

Critically evaluates technology resources to ensure they are developmentally appropriate, linked to curriculum learning goals and learning standards, flexible enough to meet the needs of all children, and appropriate given cultural and community contexts.

1.16b Making Intentional Decisions

Makes intentional decisions around using technology to support development and learning.

1.16c Interacting With Children

Interacts with children as they use technology to ensure they are safe; extends learning opportunities that arise as they explore.

1.16d Anticipating and Resolving Challenges

Understands young children's interest and ability level in using specific technology; anticipates and resolves challenges that children have when using technology.

1.16e Integrating Technology Throughout the Curriculum

Teaches children how to use technology across curricular areas, including how to identify, create, communicate, collaborate, research, and collect data.

1.16f Safe and Cooperative Usage

Teaches young children how to use technology safely and cooperatively.

1.16g Communication

Teaches children how to safely use technology to communicate with their group or classroom peers and with people outside the classroom.

1.16h Technology to Support Individualized Learning

Uses technology to support the development and learning of individual children.

1.17 Promoting Visual Arts

Early childhood educators integrate visual arts across the curriculum and support children's development of concepts and skills in the visual arts.

1.17a Integrating Visual Arts Throughout the Curriculum

Fosters children's awareness of the visual arts in their everyday lives; encourages their creation of visual art by integrating it across curricular areas.

1.17b Opportunities for Creativity

Provides opportunities for children to observe, reflect, explore, and express their creativity through visual arts and to experiment with various tools, technology, media, and processes.

1.17c Design Questions

Uses various tools, materials, media, and props to provoke thinking about design questions.

1.17d Play

Creates environments and contexts for children to use play as an opportunity to engage in the visual arts.

1.17e Visual Art Concepts

Promotes children's understanding of visual art concepts like mood, color, texture, line, symmetry, and shape, and various media such as painting, sculpture, drawing, and film.

1.17f Analysis and Evaluation

Teaches children how to analyze and evaluate art according to various concepts like mood, color, texture, line, symmetry, and shape.

1.17g Aesthetic Appreciation

Uses art from cultures around the world to help children to understand that there are varied approaches to beauty and aesthetic expression.

1.17h Aesthetic Environment

Empowers children to select and display their own work in the classroom or community and to consider the ways they prefer to alter their aesthetic environment.

1.18 Promoting Performing Arts

Early childhood educators integrate music and drama across the curriculum and support children’s development of concepts and skills in music and drama.

Music

1.18a Opportunities to Explore Music

Provides children with opportunities to explore music through singing, dancing, listening, and using musical instruments to express emotion and to develop body awareness and coordination, language, reading, memory, spatial reasoning, number concepts, and timing.

1.18b Integrating Music Across the Curriculum

Integrates elements of music across the curriculum and into daily routines; uses music as a way to learn about other cultures and languages.

1.18c Using Music to Teach Concepts and Skills

Uses music to teach and help children remember routines, concepts, relationships between concepts, and social skills.

1.18d Opportunities to Listen to Music

Selects music from a varied range of cultures, historical experiences, and musical traditions; provides children with regular opportunities to listen to and appreciate music.

1.18e Music Vocabulary

Helps children develop a vocabulary for talking about music; through listening to music or playing musical instruments, helps children hear different rhythms, melodies, and tones and talk about pitch, beat, and volume.

Drama

1.18f Opportunities to Use Drama

Provides opportunities for children to use drama to act out and reenact stories, play different roles, explore different perspectives and viewpoints, interact with peers, direct the course of action, and solve problems.

1.18g Applying Knowledge of Child Development and Individual Children

Selects dramatic activities using knowledge of child development and knowledge of individual children and the cultural and community contexts in which the children live.

1.18h Props and Materials

Provides props and materials that extend learning in the content areas and encourage imagination and creativity.

1.19 Promoting Learning in Engineering

Early childhood educators plan learning experiences that engage children in engineering practices and explore design principles.

1.19a Opportunities for Exploration

Arranges opportunities during unstructured play for children to tinker, discover, explore, and notice the properties of tools and materials.

1.19b Emphasizing Process Over Product

Focuses on the process of exploring, creating, and problem-solving when children engage in engineering-related experiences.

1.19c Posing Questions

Poses questions about materials to encourage children to brainstorm ideas or problem-solve.

1.19d Provoking Design Thinking

Provokes design thinking with challenges to identify solutions to a real-life or fictional challenges.

1.19e Scaffolding Children's Thinking

Scaffolds children's thinking about what they made, how they made it, and what they might want to change.

1.19f Extending Children's Ideas

Models listening and extending children's ideas; teaches peer partners to listen, ask questions, and make comments that help children improve creations.

2 Family and Community Engagement

Core Competencies



Early childhood educators work in collaboration with families and communities to support children's development and learning.

2 Family and Community Engagement

Core Knowledge | *The early childhood educator understands...*

K-2a The influence of family and community context on child development; that child development and family well-being are shaped by interconnected environmental systems.

K-2b How beliefs, discipline, child-rearing practices and parent-child interaction style influence child development and learning.

K-2c The primary influence of families and the value of family input and partnering with families as a protective factor in early childhood education.

K-2d That family cultural rules and expectations may differ from one's own or from the cultural rules and expectations of the program or school.

K-2e The knowledge, skills, and strengths children bring with them into the classroom community (i.e., “funds of knowledge”).

K-2f That family engagement has short-term and long-term positive impacts on children, families, and early education programs, which shape the experiences that children have in the early years.

K-2g That systemic racial prejudice and discrimination has historically harmed the strong identity of the family and child and contributed to the beliefs that different cultural practices result in deficits.

K-2h Professional roles and services available in early childhood and closely related sectors like health and human services.

Essential Skills | *The early childhood educator can...*

S-2a Connect and communicate with families in a mutually respectful and reciprocal way.

S-2b Collaborate with families to set goals and support their child's development and learning.

S-2c Access and effectively use resource and referral systems.

S-2d Collaborate and communicate with other professionals in other roles, disciplines, and sectors to improve outcomes for children.

Habits of Mind and Dispositions | *The early childhood educator...*

D-2a Demonstrates empathy and expresses social warmth; takes an interest in others and senses their feelings and perspectives.

D-2b Understands others and expresses a desire to build caring relationships.

D-2c Engages socially; listens actively; initiates and maintains social interactions; expresses their thoughts, feelings, and ideas.

D-2d Understands and appreciates diversity and diverse cultural backgrounds.

D-2e Demonstrates respect for and affirms families' culture and language, family structure and composition, and child-rearing beliefs and practices.

D-2f Refrains from judging families; reflects on personal biases before making or communicating significant decisions.

D-2g Continuously reflects on and explores assumptions, common practices, and classroom activities that may exclude families.

D-2h Listens to different points of view.

D-2i Works as part of a team to accomplish shared goals.

2.1 Relationships with Families

Early childhood educators initiate and sustain positive, reciprocal relationships with families.

2.1a Respect and Cultural Competence

Treats family members and other caregivers in ways that are respectful of families' beliefs, values, and traditions and that demonstrate cultural competence.

2.1b Understanding Families

Seeks to learn about families' child-rearing practices, backgrounds, and family funds of knowledge to be responsive to each family's unique circumstances.

2.1c Responsive and Considerate Planning

Is responsive to families' needs, concerns, and priorities; considers families' unique scheduling needs when planning events and meetings.

2.1d Authentic Communication

Uses effective communication strategies when working with families to convey warmth, empathy, respect, genuineness, active listening, and practicality.

2.1e Regular Communication

Uses informal methods of communication (such as phone calls, emails, and written notes) and more formal methods (such as conferences, team meetings, or home visits) to gather or share information about children's progress.

2.1f Including Families

Intentionally works to include families in program, classroom, and group experiences; continuously reflects on assumptions, common practices and activities that may exclude families.

2.2 Collaboration and Support

Early childhood educators collaborate with and support families to promote children's development and learning.

2.2a Partnership Approach

Collaborates with families to create goals and plans that honor family concerns and priorities.

2.2b Sharing Information

Provides complete, unbiased information to families so they can make informed decisions.

2.2c Goal-Setting and Curriculum Planning

Takes family priorities and concerns into consideration when setting individualized goals for children; draws on child and family interests, hobbies, and other family and community resources when planning curriculum to spark children's excitement and engagement.

2.2d Opportunities to Extend Learning

Collaborates with families to identify opportunities to support and extend children's learning and development at home and in the community.

2.2e Accessing Resources and Facilitating Referrals

Engages with families to obtain high-quality community resources and services; provides support and guidance as part of the process.

2.2f Continuity of Services and Transitions

Builds partnerships with other community programs and schools to support continuity of services and transitions.

3 Observation and Assessment

Core Competencies



Early childhood educators use observation, documentation, and assessment to monitor children's development and learning and to support planning and decision-making.

3 Observation and Assessment

Core Knowledge | *The early childhood educator understands...*

K-3a Assessment as the process of getting to know a child or a group of children for a variety of purposes; gathering information to make decisions (e.g., anecdotes, getting to know families, uncovering funds of knowledge).

K-3b That assessment is a process that happens for distinct reasons (e.g., learning about children’s developmental progress, determining eligibility for supports and services, and program evaluation).

K-3c Ecological systems theory, adult learning theory, and family-centered practices and how each can aid in implementing effective, meaningful, and responsible assessment practices.

K-3d That culture is the most significant system in which children develop.

K-3e Ways that adult learning theory can support working with families.

K-3f The main tenets of family-centered practices.

K-3g Varied assessment methods, tools, and measures and how they can be used to understand and monitor children’s learning and development.

K-3h How to select assessment tools for their intended

purposes (e.g., screening) and populations and to minimize implicit and systemic bias; that very few assessments have been validated for all the purposes or populations for which they have been designated.

K-3i Principles for assessing children that are developmentally appropriate, culturally sensitive, relevant, reliable, and valid.

K-3j The uniqueness of language development for children learning more than one language.

K-3k The types of errors in grammar, sounds, and discourse that emergent multilingual learners typically make, as well as errors made in interlanguage.

K-3l Implicit and explicit biases and how to manage them and mitigate their influence in the assessment process.

K-3m Ways that aspects of diversity, such as country of origin, ethnicity, race, and languages spoken, can affect the assessment process.

K-3n That children who are dual or multilanguage learners are over- and under- represented in special education placements; and that at least a portion of those incorrect placements result from errors in the assessment process and overreliance on culturally and linguistically biased assessments.

K-3o That quality program or curriculum planning is comprehensive — information is assessed on all areas of development and content — and uses authentic assessment practices.

K-3p How to select and use curriculum-based assessment and avoid assessments that are not sensitive to slight changes in performance, lead to biased decisions, and/or fail to support family involvement.

K-3q That a relationship of trust and open communication builds the foundation for positive assessment partnerships with families and other team members.

K-3r That the intent of Child Find and developmental screening is to ensure that young children receive special services as early as possible.

K-3s How to select, implement, and use high-quality developmental screeners; that screeners are only meant to be used for their intended purposes and not to diagnose, write goals, or monitor progress over time.

- Understands federal and state laws, regulations, and common practices in determining eligibility for services under IDEA.

Essential Skills | *The early childhood educator can...*

S-3a Remain objective and use systematic notetaking to record low-inference observations.

S-3b Calculate a child's chronological age.

S-3c Adjust a child's chronological age to account for prematurity using state and agency recommended practices.

S-3d Understand, establish, and apply basals and ceilings when implementing assessments.

S-3e Use developmental checklists to inform objective, engaged developmental monitoring.

S-3f Interpret evaluation reports.

S-3g Use early learning guidelines or other standards of child development to support observation, assessment, and planning.

S-3h Establish a system for assessment that utilizes multiple methods for data collection (e.g., work samples, anecdotal records, photographs, checklists, etc.) and monitors children's progress on group and individual goals.

S-3i Share assessment results in a manner that is understandable for families (i.e., uses the family's dominant language and has limited jargon and specific information about the child rather than only scores).

Habits of Mind and Dispositions | *The early childhood educator...*

D-3a Wonders about young children's progress and learning.

D-3b Respects families as experts on the child and the constant in the child's life.

D-3c Reflects on the possible influence of bias on their view of children and families.

3.1 Authentic Assessment

Early childhood educators use a process for ongoing authentic assessment to make important decisions about how to support children’s ongoing development and learning.

3.1a Assessment in Authentic Contexts

Assesses children in their natural environment by gathering information about and with children in familiar settings, playing with familiar toys and objects, and doing familiar everyday activities and actions.

3.1b Building On Child Strengths

Regularly identifies children’s strengths in multiple ways to build upon them to support learning and competence.

3.1c Gathering

Gathers information using multiple methods like work samples, observations, portfolios, interviews, and curriculum-based assessments to fully understand each child.

3.1d Observing

Uses live observation, video, and photos to observe children in natural, routine interactions, activities, and events to gain information about each child. Early childhood educators conduct strong observations when they:

- Define what observable skills and behaviors they will watch for.

- Share responsibility for observation with multiple team members, including teaching assistants, related service providers, and family and other community child care providers, to collect observations across perspectives and settings, limit the influence of cultural norms and bias, build a more accurate picture of a child’s skills and abilities, and ensure trustworthy conclusions are made about a child’s development.
- Consider when and where to observe; use advance planning and efficient data collection methods to incorporate observations into daily routines.
- Consider how often to observe to ensure all children are making progress with the general curriculum and individualized goals.

3.1e Documenting

Documents children’s skills and competencies through written descriptions (e.g., running records, anecdotal notes, and jottings), visuals or artifacts (e.g., drawn pictures, shapes, or scribbling, photographs of children’s work, or audio/video recordings), or counts and tallies (e.g., checklists, event and time sampling, rating scales, and rubrics).

3.1f Summarizing

Compiles information from data collection in numerical, visual, or narrative summaries to make important decisions and provide a picture of the whole child.

3.1g Analyzing

Examines information that has been gathered, documented, and summarized to look for trends about the general way something is headed and patterns of strength, unexpected performance, quality, assistance, interfering behavior, and/or time toward task.

3.1h Interpreting

Makes meaning and comes to conclusions to make important decisions. Some important decisions might include:

- Whether more information or assessment is needed if concerns around development or learning have been raised.
- The equitable child and family outcomes that are important to focus on.
- Whether there are desired changes in a child's performance over time.
- Whether the family's priorities are being addressed.

3.2 Family Involvement in Assessment

Early childhood educators promote family involvement in the assessment process and work as a team with families to gather information using multiple developmentally appropriate tools to identify children's strengths, needs, interests, and preferences across all developmental domains.

3.2a Multiple Influences on the Child

To conduct accurate assessment, considers how multiple influences from the child's immediate and other natural environments (e.g., home, school), as well as the influences of relatives, friends, neighbors, communities, and culture may directly or indirectly affect child development.

3.2b Considering Family Preferences and Priorities

Regularly evaluates family priorities; bases assessment on family priorities and concerns; considers the type and extent of involvement families would prefer to have in the assessment process.

3.2c Legal Mandates

Adheres to the legislative mandates that require the involvement of families in the assessment process.

3.2d Approaches to Gathering Information from Families

Uses a conversational approach and open-ended questioning with structured (through curriculum-based assessments like Teaching Strategies GOLD, Work Sampling System, Transdisciplinary Play-Based Assessment and Intervention, Second Edition) and unstructured (e.g., interviews, informal observations) approaches to gather assessment information from families.

3.3 Responsible Assessment

Early childhood educators are critical consumers of assessments and use assessments for the purposes for which they were intended and validated.

3.3a Selecting Assessment Tools

Uses assessment tools that have documented evidence that they are unbiased, reliable, valid, and can be used to make sound decisions for a given population (e.g., 4-year-olds, children who are at risk). When possible, uses assessment tools designed with equity in mind and with built-in accommodations or procedures that allow children to demonstrate their underlying or functional capabilities.

3.3b Cultural and Linguistic Appropriateness

Implements assessment tools and procedures that are culturally and linguistically appropriate for the children in the group or classroom.

3.3c Responsible Use of Tools

Assesses children using tools they are fully qualified and trained to use, especially in the case of conventional assessment; that are aligned with appropriate curriculum and learning goals and teaching strategies; and that have clear relevance for daily planning and curriculum development for the children in the classroom or group.

3.3d Using Multiple Assessment Measures

Uses multiple measures to assess children (e.g., observations, curriculum-based assessments, work samples, clinical opinion, etc.).

3.3e Skills With Conventional Assessment

Demonstrates basic skills needed for conventional assessment, including calculating chronological age, adjusting for prematurity (when appropriate), establishing basals and ceilings, and interpreting reports.

3.4 Assessment for Planning and Progress Monitoring

Early childhood educators use assessment to plan curriculum and teaching, to continuously understand and measure children’s development, and to make decisions about how to enhance the quality of the learning environment and adjust teaching and caregiving practice.

3.4a Using Assessment to Plan Curriculum and Instruction

Uses information gathered through authentic assessment that has been documented, summarized, and analyzed, along with tools and practices that link assessment information to instruction, to determine what, where and how to teach the whole group, small groups, and individual children.

3.4b Holistic Approach to Progress Monitoring

Uses a comprehensive approach to progress monitoring to ensure an accurate picture of the whole child, including the interdependent factors that might affect development. To implement holistic progress monitoring, an early childhood educator uses qualitative and quantitative measurement strategies to gain a complete picture of the child and the effectiveness of their teaching. An early childhood educator considers:

- How factors like attendance, home or community situations, medications, exposure to care and education environments, and past experiences might affect a child’s development.

- How the interaction of skills from multiple developmental domains affect development.
- How a child’s culture affects development.
- A child’s previous opportunities to experience developmentally appropriate learning, including active exploration, hands-on experiences, connections to real-world contexts, and opportunities to engage skills across developmental domains, and how they might influence a child’s development.

3.4c Progress Monitoring to Adjust Practice

Continuously uses assessment to revisit initial teaching decisions; makes changes to their teaching to ensure all children are making progress toward development and learning outcomes.

3.4d Tiered Model of Progress Monitoring

Implements a tiered model of progress monitoring to match the intensity of tiered instructional levels and to continuously monitor the effectiveness of tiered instruction.

3.5 Sharing Assessment Information

Early childhood educators practice responsible sharing of assessment information throughout the assessment process and during more formal meetings like conferences, transition meetings, or Individualized Family Service Plan (ISFP) and Individualized Education Program (IEP) meetings.

3.5a Communicating Regularly and Effectively

Continuously shares information with families about children's progress; uses communication strategies that are responsive to families' preferences and that ensure conversations are two-way; encourages families to share information, concerns, and ideas.

3.5b Sharing Assessment Information

Uses a mixture of methods (e.g., shows a picture and provides written notes or a graph) to share information about children's strengths, emerging skills, and areas for continued support; shares all information as objectively as possible.

3.5c Accessibility

Shares assessment information in a manner that is understandable for families (i.e., uses the family's dominant language and has limited jargon and specific information about the child rather than only scores) and responsive to their specific needs and ways of processing.

3.5d Reporting on Progress

Avoids "one size fits all" approaches to reports and provides tiered reporting that shares children's progress in relation to what is expected of all children; includes information as needed and more frequently for groups of children or individual children working on focused or individualized goals.

3.5e Evaluation Reports

Writes and discusses evaluation reports in ways that reflect the following guiding principles:

- Writes and talks about children in the most positive ways.
- Describes children in affirming ways, without labels.
- Respects family preferences in terms of the language and format in which evaluation information is shared.
- Co-constructs reports with families.
- Avoids the use of jargon.
- Ensures the report will be used to guide future decision-making that is as unbiased as possible and leads to support and services from which the child will benefit.

3.6 Screening and Diagnostic Assessment

Early childhood educators effectively use screening and diagnostic assessment to ensure that all children receive the instruction, services, and support they need to learn and develop to their full potential.

3.6a Developmental Monitoring

Uses checklists and other tools to look for children's developmental milestones and ensure children's development is on track.

3.6b Developmental Screening

Uses developmental screening tools to recognize when children might need more help with development and/or determine if a formal developmental evaluation is needed.

3.6c Screening for Word Reading Difficulties

Provides screening and progress monitoring for word reading difficulties for all children, including emergent multilingual learners, to be able to provide targeted support.

3.6d Screening for Comprehension Difficulties

Provides screening and progress monitoring for all children, including multilingual learners, for language-based skills that affect later reading comprehension so they can provide targeted support.

3.6e Evaluation and Eligibility Determination

Demonstrates an understanding of the steps in the process of identifying children for special services under IDEA, federal and state laws, regulations, and common practices related to determining eligibility; implements Division of Early Childhood (DEC) Recommended Practices in eligibility assessment, including utilizing a transdisciplinary team structure (Informed Clinical Reasoning).

3.7 Assessing Emergent Multilingual Learners

Early childhood educators use recommended practices to assess multilingual learners.

3.7a Understanding the Child and Family

Uses parent surveys and interviews to gather information about children's culture and language use at home, knowing that simply understanding language in the home is not enough. Useful information to gather includes:

- Learning style and experiences with learning and materials
- Family preferences and priorities
- Education beliefs and practices; child-rearing style
- Who in a child's family speaks which languages and for what purposes
- Ways of approaching and working with adults in the child's family that are culturally appropriate before conducting screening and assessment

3.7b Matching Assessors and Children

When gathering family and cultural and assessment information, matches children with an examiner who is knowledgeable about the child's culture and who speaks the same language; if this is not possible, matches children with an interactive adult in a one-on-one context in which the child is more likely to feel comfortable, leading to the potential for enhanced receptive language abilities and increased expressive language.

3.7c Considering the Uniqueness of Each Child and Family

Considers the degree of acculturation to understand the uniqueness of each family before making decisions based on assessment information. This includes:

- Understanding that the goal is not for children and families to become acculturated to the white dominant culture.
- Avoiding assumptions that differences in development are due to developmental delay rather than differences in cultural practices.

3.7d Gathering Information About Language Acquisition

Gathers information about the degree of language acquisition for each language the child speaks; avoids comparisons with native English speakers; considers the length of time children have been exposed to the new language.

3.7e Assessing

Implements recommended practices during assessment with emergent multilingual learners. Practices include:

- Assessing children in their home language; if a translation is used, it should be carefully reviewed for linguistic and cultural appropriateness by someone who knows and understands the language and culture and who understands the complexities of assessment and translation.
- When translation is not available, using nonverbal cuing systems paired with multiple visual or gestural cues.
- When using multiple measures to assess and make decisions, relying more heavily on measures that are observation-based and are culturally and linguistically appropriate for the child.
- When allowing children to provide alternative responses during assessment, incorporating materials and images that are familiar to the child to encourage them to show what they know and can do.

3.7f Including Input From Families

Includes input from families to effectively evaluate a child's conceptual knowledge in both English and their home language.

4 Learning Environment



Early childhood educators use their knowledge of individual children and an understanding of child development and learning to create healthy learning environments.

- Managing Physical Space, Time, and Resources
- Social-Emotional Climate

4

Learning Environment Managing Physical, Space, Time, and Resources

Core Knowledge | *The early childhood educator understands...*

MK-4a Theories of environmental design.

MK-4b Requirements and best practices for arranging spaces that are safe, child-centered, and promote well-being and learning.

MK-4c How each element of the space contributes to development and learning.

MK-4d The importance of using learning materials that avoid reinforcing stereotypes and that counter biases, including sexism and gender bias.

MK-4e The need to create predictable and effective schedules, routines, and transitions to help children feel safe and secure.

MK-4f Developmentally appropriate expectations for different types of activities (sleep, food, exercise, structured and unstructured play and learning activities).

MK-4g The structure of an effective transition and ways to support children through all phases of a transition (preparations, departure, arrival).

MK-4h The difference between active and passive technology use.

MK-4i Ways that technology in early childhood environments can be used to complement children's natural play patterns and learning experiences without interrupting them.

MK-4j Criteria that can be used to help make decisions about when and how to use various technologies in the learning environment based on content, context, and the needs of individual children.

Essential Skills | *The early childhood educator can...*

MS-4a Evaluate the amount/number, relevance, and type of materials available as they relate to children’s interests, development, level of stimulation, and curriculum content, and add or remove materials as necessary.

MS-4b Select and arrange materials that inspire play, discovery, inquiry, imagination, creativity, and social interaction, and that actively support a variety of goals across a wide range of interests and abilities.

MS-4c Choose content, learning materials, books, and toys that reflect and validate children’s families and home cultures.

MS-4d Co-construct the environment with children.

MS-4e Adapt the space and materials to respond to individual children’s needs.

MS-4f Anticipate and monitor behavior and use cues to redirect efficiently.

MS-4g Select technologies that match the needs, interests, abilities, and stage of development of individual children.

Habits of Mind and Dispositions | *The early childhood educator...*

MD-4a Considers the perspective of children when designing spaces.

MD-4b Takes advantage of naturally occurring events to engage authentically with children during routines and transitions.

MD-4c Responds to challenges and changes with flexibility, perseverance, and cooperation.

MD-4d Creatively identifies ways for all children to learn and participate.

4.1 Schedules

Early childhood educators develop and implement schedules that are predictable, responsive to children’s needs, and promote cooperation, social interaction, and learning.

4.1a Responsive Scheduling

Creates and implements a schedule that reflects children’s right to fresh air, physical activity, rest, and nourishment.

4.1b Balance of Activities

Designs a schedule to include a balance of activities — e.g., quiet and active, small and large group.

4.1c Consistent, Predictable Schedules

Implements the schedule consistently so that it is predictable for children.

4.1d Teaching About the Schedule

Teaches children about the schedule to help them feel safe and experience a sense of predictability.

4.1e Changes to the Schedule

Provides children with an explanation about changes to the schedule.

4.2 Routines and Transitions

Early childhood educators effectively guide children through routines and transitions, including those for arrival and departure.

4.2a Leading Effective Transitions

Leads routines and transitions that are short, meaningful, consistent, and effective.

- Keeps transitions to a minimum.
- Designs transitions to minimize children’s wait time.
- When appropriate, incorporates learning experiences into transitions.
- Takes advantage of naturally occurring events that happen during transitions to engage authentically with children.
- At the end of a transition, ensures materials and adults are ready for children.

4.2b Supporting Children’s Success During Transitions

Provides the conditions necessary for children to move successfully through routines and transitions.

- Explicitly teaches the steps and the expectations involved in routines and transitions.
- Makes sure expectations for routines and tasks are clear and purposeful for all children before asking them to follow through.
- Uses clear visual and auditory cues to support children through transitions.

- Provides adequate warning time prior to a transition.
- Allows time for children to complete or save unfinished work.
- Ensures enough adults are present to support a transition.
- Checks to be sure all children understand the warning and expectations prior to initiating the transition.

4.2c Strategic Support During Transitions

Provides flexible, specific, individualized strategies to respond to individual and emerging needs during routines and transitions. Supports might include:

- Repeating directions.
- Providing visual support while giving directions.
- Using visual and or verbal prompts to help children follow through when necessary.

4.3 Physical Space

Early childhood educators arrange physical space and materials to maximize safety and accessibility and to promote learning, reflection, self-management, and social interaction.

4.3a Co-Constructing the Environment with Children

Engages with children as co-constructors of the environment; provides resources and learning materials to create centers that stimulate inquiry, encourage creativity, and foster exploration, problem-solving and practice in each of the curriculum areas.

4.3b Adapting the Physical Space

Arranges, adapts, or adjusts space, centers, and materials to optimize development and learning, promote social interaction, encourage independence, and ensure accessibility to all children.

4.3c Furnishings

Arranges low-lying furnishing and physical space to:

- Encourage child-initiated play and risk-taking.
- Create quiet and active spaces for children to sit, stand, lay, and move.
- Provide sufficient open space for children to freely explore and use their bodies in both fine and gross motor activities.
- Include all children as part of the group with flexible options.

- Ensure walkways, gathering places, and workspaces have enough room for all children to move and interact comfortably.
- Establish areas to engage interest, optimize learning, and promote social interaction in both large and small groups.

4.3d Displays

Creates displays using children's art, writing, and other relevant, meaningful artifacts to tell the story of the lives and learning of the children in the group or classroom.

4.3e Lighting and Color

Intentionally plans and prepares lighting and uses color in ways that are flexible and help attract and hold children's attention, provide interest and learning, and influence behavior and feelings.

4.3f Materials and Storage

Provides children with access to and use of a wide range of learning materials like equipment and toys to support healthy development and learning; ensures that learning materials:

- Are developmentally, culturally, and linguistically appropriate.
- Are individualized to meet children’s needs.
- Avoid reinforcing gender stereotypes and counter sexism and gender bias.
- Are ready, ample, and open-ended.

4.3g Outdoor Space

Designs outdoor spaces that are accessible, offer choice and challenge, include loose parts for open-ended learning, and encourage physical risk-taking and experimentation while balancing safety.

4.4 Use of Technology

Early childhood educators use technology in the early learning environment in developmentally appropriate ways that enhance teaching to support children's development and learning.

4.4a Appropriate Use of Technology

Uses technology only when it is best for children's healthy development (for children older than 2 years of age) and to complement children's natural play patterns, without interrupting them; does not use technology with children under 2 years old, except when recommended for a young child with disabilities.

4.4b Selecting Technology

Selects technologies that match the needs, interests, abilities, and stage of development of individual children.

4.4c Using Technology to Support Development and Learning

Uses criteria to make decisions about when and how to use various technologies in the learning environment based on content, context, and the needs of individual children.

4.4d Using Technology to Support Development and Learning

Uses technology to help children meet development and learning goals, including as a tool during play as developmentally appropriate and relevant to the needs of individual children.

4.4e Using Technology to Support Specific Needs

Uses technology with young children with disabilities as outlined in an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) to help them communicate, access and participate in learning experiences and activities, and to meet their needs; makes decisions about age and time limits with children's IFSP or IEP team.

4

Learning Environment Social-Emotional Climate

Core Knowledge | *The early childhood educator understands...*

SEK-4a Domains and trajectories of social, emotional, and psychological development.

SEK-4b That positive, supportive relationships and interactions are the foundation for teaching and learning and for building a community of learners.

SEK-4c The role of the early learning setting in shaping how young children expect to be treated and how they treat others.

SEK-4d The role of nurturing, secure, and consistent relationships in child development; specifically, how such relationships offer a safe base from which children can explore, tackle challenges, and develop self-regulation, social emotional skills, and independence.

SEK-4e That each child brings their own experiences, interests, knowledge, motivations, abilities, culture, and language to the early learning setting.

SEK-4f Ways that societal or program-delivered messages might communicate to children that they are less worthy or capable because of their race, gender, socioeconomic status, disability or other traits, and that children might translate to self-perception of their ability.

SEK-4g The role of the early childhood educator in creating a group or classroom community that builds on the backgrounds and knowledge of all children.

SEK-4h How children develop a sense of identity and self-esteem in the context of relationships with adults and peers.

SEK-4i That ostracism, bullying or adults with low expectations can affect children's perception of their abilities.

SEK-4j How elements of the physical space and materials can influence behavior.

SEK-4k The importance of predictable schedules and routines in promoting a sense of psychological safety and positive behavior.

SEK-4l The need for expectations that are responsive to children's age, level of development, temperament, and culture.

SEK-4m Factors that shape educator expectations and interpretations of children's behavior (e.g., racial, linguistic, ethnic match) and how educator attitudes can undermine conditions for learning.

SEK-4n Science that elucidates the negative effects of chronic stress and exposure to trauma and adversity on development and learning.

SEK-4o How to implement tiered behavioral support systems, such as the Pyramid Model.

SEK-4p Knowledge of how suspensions, expulsions, and other disciplinary measures disproportionately affect children of color.

Essential Skills | *The early childhood educator can...*

SES-4a Understand and communicate with infants, toddlers, preschoolers, and children in the early grades.

SES-4b Be sensitive to children’s cues, notice difficulties or lack of understanding, and support children with comfort and guidance.

SES-4c Center children’s cultural and social identities, experiences, and community contexts in teaching and learning experiences.

SES-4d Create opportunities for children to experience oral and written communication in a language their family uses.

SES-4e Use guidance approaches that support a safe and socially and physically inclusive environment for learning and development.

SES-4f Model and teach desired behavior, including social-emotional problem-solving.

SES-4g Model, implement and teach strategies to support children’s self-regulation, problem-solving, peer interactions,

and ability to cope with stress.

SES-4h Recognize the effects of factors from outside the program setting (e.g., poverty, trauma, experience of violence, parental depression, etc.) that affect development and learning; adjust practice to help children experiencing those effects.

SES-4i Identify possible underlying causes of challenging behavior.

SES-4j Teach and support expectations, rules, and routines in ways children can understand and be successful in.

SES-4k Integrate social-emotional learning into cognitive development and academic learning experiences to help children build positive approaches to learning, as well as foundational skills like self-regulation, executive function, self-efficacy, and a growth mindset.

SES-4l Use play, project-based, and experiential learning to help children collaborate, plan, solve problems, and employ social-emotional skills.

SES-4m Intentionally support the development of social skills like cooperation and collaboration and emotional skills like empathy, emotional recognition, and emotional regulation through modeling, explicit teaching, and regular, authentic opportunities to practice skills.

SES-4n Build a strong, caring community where children celebrate each other's strengths and differences.

SES-4o Collaborate with colleagues and other professionals to implement tiered behavioral support systems, such as the Pyramid Model.

Habits of Mind and Dispositions | *The early childhood educator...*

SED-4a Takes delight in children and celebrates children's accomplishments.

SED-4b Takes advantage of naturally occurring events during the day to engage authentically with children and teach social-emotional skills.

SED-4c Expresses curiosity about children's individual interests, backgrounds, and motivations.

SED-4d Communicates dignity, respect, care, and warmth for all children through verbal expression, tone, facial expression, body language, and positive touch.

SED-4e Provides soothing reassurance, comfort, assistance, and individualized support to help children feel safe and valued.

SED-4f Helps in an effective and timely manner to support and resolve problems.

SED-4g Empathizes with children's feelings; responds warmly and in ways that meet children's needs.

SED-4h Responds to children's behavior with low reactivity.

SED-4i Affirms differences in identity, language, background, strengths, and challenges.

SED-4j Celebrates multilingualism.

SED-4k Intentionally works to reinforce children's value, sense of pride, self-worth, and confidence.

SED-4l Values the role of peer relationships in promoting children's social-emotional development and learning.

SED-4m Fuels a spirit of cooperation and community among children.

SED-4n Helps children empathize, understand the perspective of others, and act in ways that contribute to a caring community and a sense of belonging for all children in the classroom.

4.5 Adult Awareness

Early childhood educators circulate among children and pay close attention to their play and learning to ensure health and safety.

4.5a Physical Presence and Attention

Moves physically around the learning environment and closely observes children exploring, playing, and working in different areas.

4.5b Scanning the Whole Space

When leading small or whole group activities, regularly scans the whole space.

4.5c Observing Children's Cues

Notices children's subtle and overt signals and responds before challenges arise or escalate (CHILD Scale).

4.5d Using Subtle Clues

Uses subtle cues to redirect behavior.

4.6 Positive Relationships

Early childhood educators build genuine, positive relationships with every child and provide consistent, nurturing, and responsive care to all children.

4.6a Positive Affect

Communicates dignity, respect, care, and warmth for all children through verbal expression, tone, facial expression, body language, and positive touch.

4.6b Welcoming and Valuing All Children

Demonstrates that they welcome and value all children in the group by taking delight in children, celebrating their accomplishments, and frequently communicating with each child and family to let them know they are important.

4.6c Relationships With Families

Gets to know all families through frequent interactions and asks about their hopes and wishes for their child.

4.6d Routines to Support Attachment

Encourages positive attachments by implementing routines and rituals that help all children develop a sense of place and experience the safe, predictable feeling of being well cared for.

4.6e Understanding the Children in the Group

Demonstrates an effort to deeply know every child through:

- Expressing curiosity about children's individual interests, backgrounds, and motivations.
- Using daily observation and documentation across everyday routines and activities to help understand all children.

4.6f Responsiveness and Empathy

Responds to children with attention, care, and knowledge about their likes and dislikes, how they can be soothed, what developmental milestones they have mastered, home routines, and family background information.

Demonstrates responsiveness and empathy through:

- Noticing and responding promptly to children's cues and interests and to support and resolve problems.
- Providing soothing reassurance, comfort, guidance, and individualized support to help children feel safe and valued.
- Responding to children's behavior with low reactivity.

4.6g Interactions and Communication

Takes advantage of naturally occurring events during the day to engage in authentic back-and-forth conversation with each child.

4.7 Respectful and Affirming Climate

Early childhood educators create affirming learning environments where all children are seen, valued and experience belonging; and that reflect, include, and sustain children's cultural and linguistic backgrounds.

4.7a Self-Awareness

Reflects on past experiences, current beliefs, attitudes, biases (implicit and explicit), and practices to consider how these influences might affect judgment when making observations, conducting assessments, and supporting children's behavior, development, and learning.

4.7b Affirming and Respectful Stance

Conveys high regard and high expectations for all children; affirms differences in identity, language, background, strengths, and challenges; models respect for all children, families, and colleagues; intentionally works to reinforce children's value, sense of pride, self-worth, and confidence.

4.7c Welcoming Families

Welcomes families into the program or classroom; structures communication and engagement opportunities to foster belonging, comfort, and connection.

4.7d Learning Environment and Curriculum

Ensures all children feel a strong sense of belonging given differences in culture, family structure, language, racial identity, gender, ability and disability, religious beliefs, and economic class by integrating aspects of their identity, home lives, language, and culture into the learning environment and curriculum via materials, books, storytelling, and the arts.

- Considers the developmental, cultural, and linguistic appropriateness of the learning environment by including cultural items (books and props, such as pretend food or textiles, that reflect racial, cultural, and social identities), all home languages, and shared stories or events.
- Centers children's cultural and social identities, experiences, and community contexts in teaching and learning experiences.
- Celebrates multilingualism and creates opportunities for children to experience oral and written communication in a language their family uses.

4.7e Guidance Approaches

Uses guidance approaches that support a safe and socially and physically inclusive environment for learning and development.

4.8 Supporting Positive Behavior

Early childhood educators use positive guidance and behavior management strategies appropriate for the children's age, development, and characteristics; promote cooperation and social interaction; and mitigate challenging behavior.

4.8a Tiered Learning and Support

Provides a tiered model of instruction and support to promote a positive learning environment, explicitly teach social-emotional skills, and provide individualized strategies and approaches for children with specific behavior support needs.

4.7b Reasonable Expectations

Considers children's level of development to establish and implement reasonable behavioral expectations. Implementing reasonable, appropriate expectations includes:

- Adjusting expectations as needed.
- Helping children navigate multiple home and school cultural codes, norms, and expectations.
- When developmentally appropriate, developing group expectations or rules with children and implementing them in a way that children can understand and follow successfully.
- Following through on expectations and consequences consistently and fairly.

4.8c Modeling and Feedback

Pays close attention to children's play and learning; uses modeling, immediate support, and concrete feedback to encourage positive behavior and cooperation; gives children time and attention when engaging in positive behavior. Other modeling and feedback strategies to support positive behavior include:

- Modeling and teaching desired behavior, including social-emotional problem-solving.
- Modeling, implementing, and teaching strategies to support children's self-regulation, problem-solving, peer interactions, and ability to cope with stress.
- Giving immediate, specific, positive feedback on children's efforts, learning, and desirable behavior.
- Providing feedback that focuses on children's effort rather than on their product.
- Using different types of feedback (e.g., positive reinforcement, corrective feedback) to support the behavior and learning goals of individual children.
- Helping children identify alternative behaviors and over time, monitor their own behavior.

4.8d Responding to Challenging Behavior

Effectively and calmly addresses challenging behavior using guidance approaches that support a safe and inclusive environment. Early childhood educators who respond effectively to challenging behavior:

- Respond calmly and consistently to challenging behavior and in ways that match individual children’s development and temperament (i.e., activity level, adaptability, persistence).
- Notice patterns in their own emotional response to children’s challenging behavior; are aware of when they become angry, irritated, or frustrated.
- Reflect on past experiences, current beliefs, attitudes, biases (implicit and explicit), and practices to respond to challenging behavior equitably, professionally, and in ways that promote social-emotional learning.
- As necessary, adjust their approach to responding to challenging behavior.
- Make decisions that reflect a consideration of influences from outside the group, classroom, or program (e.g., changes at home, events in the community, illness, lack of sleep, hunger, poverty, trauma, experience of violence, parental depression, etc.).
- Use instances of challenging behavior to help children learn and develop their social-emotional skills.

4.8e Individualized Support

Provides individualized support for children with persistent challenging behavior.

4.8f Interrupting and Stopping Dangerous or Destructive Behavior

Intervenes immediately to stop behavior that affects children’s ability to learn or their physical or psychological safety, including bullying or rejecting others.

4.9 Social-Emotional Learning and Community Building

Early childhood educators utilize social-emotional learning strategies and instruction to build community and to help children interact, develop friendships, play and learn productively, and foster positive mindsets for learning.

4.9a Creating an Emotionally Supportive Environment

Fuels a spirit of cooperation and intentionally emphasizes social-emotional learning, respect, and safety to build a supportive community where children know and value each other's strengths and differences; communicates positive expectations like children helping each other and reminding children that they are a community working together.

4.9b Teaching Social-Emotional Skills

Intentionally supports the development of social skills like cooperation, collaboration, and problem-solving and emotional skills like empathy, emotional recognition, and emotional regulation through modeling, explicit teaching, and regular, authentic opportunities to practice skills.

4.9c Self-Awareness

Supports children's awareness of their thoughts and feelings, and, as appropriate, their goals and sense of potential.

4.9d Self-Regulation and Positive Approaches to Learning

Teaches children strategies for self-regulation and coping with stress.

4.9e Empathy

Helps children empathize, understand the perspective of others, and act in ways that contribute to a caring community and a sense of belonging for all children in the group, classroom, and beyond.

4.9f Play and Project-Based Learning

Uses play and project-based and experiential learning to help children collaborate, plan, solve problems, and employ social-emotional skills.

4.9g Integrating SEL into the Pre-Academic Curriculum

Integrates social-emotional learning into cognitive development and academic learning experiences to help children build positive approaches to learning, as well as foundational skills like self-regulation, executive function, self-efficacy, and a growth mindset.

4.10 Social-Emotional Learning for Social Justice and Citizenship

Early childhood educators use social-emotional learning to support children’s development of a positive identity, sense of belonging, and agency, as well as their commitment to active citizenship and social justice.

4.10a Social Identity

Supports children to develop a positive social identity. Some helpful actions and practices include:

- Celebrating their accomplishments and reinforcing their value, sense of pride, self-worth, and confidence.
- Modeling and teaching how to express pride in one’s identities, while valuing the identities of others.
- Creating an inclusive environment that validates and supports a variety of identities, including gender expression.
- Helping children affirm and accurately describe their membership to multiple identity groups.
- Helping children see that people’s multiple identities contribute to uniqueness.

4.10b Promoting Empathy and Comfort with Diversity

Promotes each child’s comfort and empathetic interaction with people with identities, backgrounds, beliefs, and family structures different from their own. Some helpful actions and practices include:

- Modeling empathy and demonstrating positive interest in diverse cultures and identities.

- Embedding cultural experiences and conversation, as well as experiences that develop children’s social identity, throughout the year, not just during special holidays or events.
- Supporting children’s interactions, connections, and friendships across diversity.
- Using literature to engage children in learning about people from diverse backgrounds.
- Helping children share beliefs and ideas in an open, friendly way.

4.10c Helping Children Recognize Bias

Fosters children’s ability to recognize bias and promote fairness by confronting and addressing racism and other “-isms” as they arise in daily situations. Some helpful actions and practices include:

- Using read-aloud, discussions, and activities to explore the concept of fairness and to help children recognize it.
- Through carefully selected literature and other media, sharing true stories of unfairness.
- Observing children’s play and conversation closely for opportunities to explore issues of fairness in the classroom.
- Engaging in children in learning about changemakers or people who stood up to unfairness.

4.10d Empowering Children to Respond to Unfairness

Encourages in children a sense of empowerment and the skills to act in response to unfairness. Some helpful actions and practices include:

- Modeling empathy, caring, and concern for those who have been treated unfairly.
- Teaching children to share with a trusted adult when they think they see or experience unfairness or unkindness.
- Encouraging children to speak up among peers when they see someone being unkind.
- Inviting children to raise concerns and share their reasoning about why something seems unfair.
- Guiding children to explore solutions to problems of unfairness.
- Empowering children to communicate about issues of unfairness.
- Helping children plan and take individual or collective action in response to unfairness.

4.11 Adult Cooperation and Teamwork

Early childhood educators cooperate with fellow staff to maximize children’s effective care and learning and to contribute to a positive group or classroom climate.

4.11a Building Relationships with Colleagues

Takes time to intentionally build relationships with colleagues.

4.11b Role Duties and Expectations

Contributes to collaboratively defining the roles and expectations of each team member during for periods of the day (e.g., arrival, center time, lunch, outdoor play) and to sharing responsibility with team members across a variety of tasks throughout the day.

4.11c Structured Time for Communication

Participates actively in structured time for communication with colleagues, such as planning time, meetings, and professional learning.

4.11d Shared Norms and Guidelines

Contributes to crafting a team vision and develops and acts in alignment with shared norms and guidelines that outline how to act and work together, how to communicate with families, and how to handle challenging behavior.

5

Curriculum and Teaching

Core Competencies



Early childhood educators use their knowledge of individual children and an understanding of child development and learning to design effective, engaging learning experiences.

Core Knowledge | *The early childhood educator understands...*

K-5a That to meet the needs of diverse learners, early childhood educators need deep understanding of the children in their classroom or group, and of learners and the learning process.

K-5b That “effective teaching relies on understanding the complex interplay of children’s prior knowledge and experience, motivation, interests, language, and cognitive skills; educators’ own experiences and cultural influences; and the social, emotional, cognitive, and cultural characteristics of the learning environment” (National Research Council, 2000).

K-5c That culturally and linguistically responsive curriculum is essential to supporting development and learning across all domains and subject areas.

K-5d Tools for getting to know children and how they think and learn.

K-5e Development and learning trajectories across the domains of development, including social, emotional, cognitive, academic, physical, and psychological, and how the domains interact.

K-5f That the opportunity to make choices about the learning process supports children’s motivation.

K-5g Strategies to differentiate teaching and engage all children.

K-5h How to use media and technology to effectively support young children’s learning.

K-5i Content specific to academic subject areas and how they are organized within the curriculum.

K-5j How to integrate a focus on cross-disciplinary skills in planning for learning experiences.

K-5k Cognitive processes (i.e., language, perception, memory, and attention) that underlie different types of learning (e.g., problem-solving, memorization) and how to support these processes.

K-5l Different learning modalities, differences, and disabilities.

K-5m Reasons to guard against and avoid labeling, tracking, or stigma related to children with differences, delay, or disability.

K-5n When and how to adjust plans based on assessment information and observation of child learning and behavior.

K-5o When and how to collaborate with colleagues or other professionals or access additional resources to support child development and learning.

K-5p How to use technology to make learning accessible, enhance and individualize instruction to meet diverse needs, and track child progress.

K-5q Ways that technology can be used in the design of learning experiences to support children’s engagement, exploration, expression, and creativity, including ways to build children’s capacity to collaborate with others from outside the classroom or group.

K-5r Ways to teach young children about safe and responsible technology use.

Essential Skills | *The early childhood educator can...*

S-5a Communicate thoughts and ideas clearly to children.

S-5b Use a repertoire of caregiving and instructional strategies and practices, including validated curricula, that engage children through nurturing interactions in developmentally appropriate ways and support their development and learning.

S-5c Use knowledge of child development and learning to set appropriate expectations and challenging and achievable goals for individual children and groups of children across domains of development and learning.

S-5d Use knowledge of child development and learning, as well as observation and assessment, to understand how children are thinking during the learning process.

S-5e Use observation, screening, and assessment to plan flexible tiered instruction.

S-5f Identify the zone of proximal development for each child in each domain as a starting point for teaching, building on what children already know and providing intentional supports for what they are ready to learn.

S-5g Work with children, whenever possible, to set and work toward meaningful goals.

S-5h Match challenges to children’s current capacities.

S-5i Consider barriers to children’s ability to access, participate, engage deeply, and demonstrate understanding and adjust planning and practice accordingly.

S-5j Consider prerequisite content knowledge and skill as well as areas where children may have misconceptions when planning and preparing learning experiences.

S-5k Use a funds of knowledge framework to link experiences and skills from children’s home life and culture to learning experiences in the classroom or group.

S-5l Design learning experiences that are culturally responsive and affirming and that demonstrate a respect and appreciation for children’s race, culture, home language, and individual identity.

S-5m Plan and prepare developmentally appropriate and engaging learning experiences that reflect expertise in the academic content areas of literacy, math, science, technology, engineering, arts, and social studies; understand how important concepts within content areas relate to one another; have knowledge of recent developments in each content area.

S-5n Engage children in learning using pedagogical methods specific to the academic content area.

S-5o Plan and prepare learning experiences that demonstrate knowledge of interdisciplinary knowledge and skills, their real-world application, and a focus on skills that will transfer across academic content areas.

S-5p Plan to incorporate technology and media tools into learning experiences that are developmentally appropriate, especially for infants and toddlers, and that promotes interaction, communication, and collaboration.

S-5q Adapt and modify environments and learning experiences to meet the needs of all children.

S-5r Evaluate and modify instructional resources and curriculum materials for their comprehensiveness, accuracy for representing concepts, and developmental, cultural,

and linguistic appropriateness for the children in their group.

S-5s Use strategies to ensure all children are included and can participate meaningfully in learning experiences.

S-5t Promote children’s problem-solving, decision-making, and higher order skill and thinking development through deliberate scaffolding, adjusting support as needed.

S-5u Integrate the appropriate kind and amount of choice into the learning process to motivate children and encourage independence.

S-5v Clearly communicate expectations for success and provide modeling and worked examples to scaffold children’s learning.

S-5w Adjust scaffolding as needed to help children continuously progress and to build and demonstrate fluency with skills.

S-5x Support children’s use of their home language to facilitate understanding of content in both their home language and in English.

S-5y Use information about language proficiency levels and intentionally use tools to assess and foster language development in English and children’s home language.

S-5z Collaborate with families, colleagues, and other professionals and use resources to evaluate children’s content knowledge in their home or family language.

S-5za Provide language and early literacy experiences both in English and in children’s home languages to the extent possible.

Habits of Mind and Dispositions | *The early childhood educator...*

D-5a Takes responsibility for children’s development and learning.

D-5b Respects each child as an individual and values each family’s contribution to learning.

D-5c Values diverse ways of communicating, thinking, and learning.

D-5d Seeks ways to make learning accessible and meaningful for children.

D-5e Values planning as a collaborative activity; gathers input from colleagues, families, and the community to plan curriculum and learning experiences.

D-5f Makes instructional decisions that build on children’s strengths and advance the learning of all children, including those with specialized developmental or learning needs.

D-5g Gathers more information and knowledge to understand children’s development and learning.

D-5h Adjusts plans based on changing circumstances and children’s needs.

D-5i Demonstrates flexibility in the teaching process; is willing and eager to adapt instruction and materials to respond to children’s ideas and diverse needs.

D-5j Commits to learning new practices and strategies to help children learn.

5.1 Curriculum Implementation Responsibilities

Early childhood educators fulfill essential responsibilities when planning and implementing curriculum for young children.

5.1a Framework Components

Ensures they are familiar with all the components of the curriculum they use, including assessment tools to measure child development and learning.

5.1b Curriculum Goals

Ensures they are knowledgeable about the curriculum's scope and sequence and communicates curriculum goals clearly to families.

5.1c Lesson Planning

Maintains and updates written curriculum and lesson plans; for infants and toddlers, records the ways routines and consistent aspects of the daily schedule (e.g., diapering, mealtime), including expectations for how adults should interact with children during these routines and activities, support development and learning.

5.1d Evaluating Curricula

Evaluates the comprehensiveness of a curriculum in its ability to help children meet important development and learning goals and makes decisions about its appropriateness for a given group of children.

5.1e Advocating for Continuity

Advocates for continuity in the curriculum across levels and for curriculum that is based on the principles of developmentally appropriate practice.

5.1f Advocating for Curriculum Change

When necessary, works to change inappropriate development or learning expectations when children's behavior, skills, performance or approaches to learning do not match the expectations of the program or curriculum.

5.2 Using a Multitiered Curriculum Framework

Early childhood educators use a multitiered instruction system as the curriculum framework to meet diverse learners' needs.

5.2a Universal Screening

Uses information from universal screening to identify children who may benefit from additional supports or services, the components or aspects of a skill that a child may need support with, and/or the foundational skills that may be missing or preventing a child from demonstrating desired goals and outcomes.

5.2b Differentiated Goals and Outcomes

Uses assessment information to identify common goals and outcomes, identified goals and outcomes, and individualized goals and outcomes to match support and instruction to the diverse needs of individual children and groups of children.

5.2c Collaborating to Design Interventions

Plans interventions with collaborative teams that include families, administrators, teachers, and other specialists, are guided by family input, and are based on evidence-based practices.

5.2d Providing Tiered Instruction

Matches the most effective and efficient caregiving and teaching strategies to the desired goals and outcomes of individual children and groups of children; offers high-quality instruction to the whole group based on universal desired outcomes, focused instruction to small groups of children, and individualized instruction tailored to help some children meet individualized goals.

5.2e Monitoring and Data-Based Decision-Making

Implements a process for continuously gathering assessment information to monitor children's progress toward meeting desired goals and outcomes.

5.3 Integrated Teaching and Learning Approaches

Early childhood educators combine child-directed play, adult-led learning, and guided play to encourage all children to explore, solve problems, communicate, think, create, construct ideas and understandings, build friendships, and learn from and with peers.

5.3a Intentional Teaching

Makes decisions that are thoughtful, deliberate, and purposeful to extend children's knowledge and skills. Early childhood educators demonstrate this when they:

- Are intentional when they make choices about their contributions to and role in children's learning.
- Have clear development and learning outcomes in mind.
- Can explain what they are doing and why.

5.3b Child-Directed Play

Provides opportunities for children to lead their learning through exploration, experimenting, investigating and being creative in ways that they initiate and control; uses these opportunities to observe children to learn about what they know and understand based on what they make, say, draw, write, and do.

5.3c Guided Play

Intentionally engages with children as they play; learns to follow children's interests; responds to spontaneous learning opportunities as they arise.

5.3d Adult-Led Learning

Selects ideas, experiences, concepts, and topics and leads children's learning by providing structured experiences and interactions that are challenging, engaging, and promote high-level thinking; allows for children to have some control and input even when adults lead the learning.

5.4 Promoting Learning Through Play

Early childhood educators intentionally promote play to engage children in learning.

5.4a Modeling and Demonstrating

Supports children’s play through modeling and demonstrating (e.g., how children can join, how to share materials, or take turns with equipment).

5.4b Environment, Resources, and Materials

Creates inclusive, flexible play spaces and a climate that invites all children to play; provides resources and materials that support and inspire children’s play.

5.4c Extending Learning Through Play

Asks open-ended questions, makes suggestions, encourages children to make predictions, and discusses with children how their ideas might be further developed to extend children’s learning through play.

5.4d Encouraging Inclusion

Attends to children’s play to ensure that every child is included; supports inclusion by modeling or helping children find appropriate ways to join play; asks questions that help children build empathy and consider choices (e.g., How do you think it feels if someone says, “You can’t play?” or “What do you think would be a fair thing to do?”).

5.4e Responding to Spontaneous Learning Opportunities

Attends closely to children’s play to find opportunities to develop children’s knowledge and skills, especially around literacy, math, or science concepts.

5.4f Documenting and Assessing During Play

Uses children’s play as an opportunity to observe children and collect documentation to track children’s learning and development across domains.

5.4g Advocating for Playful Learning

Talks with families and other professionals about the value and role of play in children’s development and learning.

5.5 Conversations and Interactions

Early childhood educators use back-and-forth conversation patterns and intentional interactions to show interest and enjoyment in children’s communication efforts and to extend language development and conceptual understanding.

5.5a Careful Listening

Listens carefully to children’s comments, questions, and responses, and responds to them.

5.5b Prompts and Reminders

Uses careful attention, questions, prompts, and reminders to encourage children’s conversation.

5.5c Quality of Interactions

Engages in interactions that encourage children to reflect and expand and explain their thinking like, “What makes you think that?” or “Tell me about why you like that red car so much” rather than simplistic responses such as “Good job.”

5.5d Support with Pictures and Actions

Combines words with pictures or actions to support children’s understanding, especially for children who experience challenges with communication.

5.5e Use of Home Language

Uses children’s home language or key words and phrases in a child’s home language as much as possible and encourages families to promote use of their home language(s) outside of the program or school.

5.5f Using Songs and Rhymes

Uses songs and rhymes as a way for children to experience joy, experimentation, and skill-building with language.

5.5g Difference and Diversity Responses

Is sensitive to diversity and difference in conversation and interactions; adjusts their efforts to promote children’s engagement, understanding, and ability to express themselves.

5.5h Sustaining Conversation to Extend Conceptual Understanding

Listens attentively to children’s attempts to hypothesize or make meaning; asks questions and engages in conversation to extend children’s thinking.

5.6 Planning and Designing Learning Experiences

Early childhood educators plan learning experiences that deepen and extend children’s knowledge, understanding, and skills.

5.6a Using an Understanding of the Children in the Group to Plan

Learns about each child and works to understand their unique strengths, interests, approaches to learning, and challenges. Early educators learn about children by:

- Observing children and reflecting on their work and play.
- Having frequent, authentic conversations with each child.
- Asking open-ended questions to learn more about children’s experiences and interests.
- Having regular conversations with each child’s family.

5.6b Engaging and Motivating Experiences

Provides children with learning experiences with real-world context that support and build on their skills and interests, connect to their lives and communities, and sustain their home languages and cultures.

5.6c Content that Reflects the Voices of Historically Marginalized Groups

Whenever possible, prioritizes content that highlights the voices and experiences of historically marginalized people in the curriculum, even if members of those groups are not among the children in the class or group; makes the stories and experiences of historically marginalized groups central to the curriculum and ensures they are not relegated to a unit or month.

5.2d Learning and Development Outcomes

Plans learning experiences that have clear goals, objectives, and criteria for success to help children meet development and learning outcomes. When planning learning experiences, identifies desired goals that:

- Are relevant and target important content.
- Are clear and specific.
- Convey high expectations for all children.
- Reflect an understanding of children’s current level of development.
- Are culturally and linguistically responsive.
- Are tailored for individual children and groups of children.

5.6e Integrating Academic Content

Uses adult-led learning, including explicit teaching that includes hands-on experiences when appropriate, and spontaneous interactions during guided play to teach children academic content; plans opportunities for children to learn, practice, and master academic language.

5.6f Integrating Opportunities to Practice Skills

Integrates opportunities for children to practice emerging skills across multiple developmental domains and content areas (e.g., dramatic play, block building, literacy, arts, math, science, and social studies), and to apply them to authentic contexts; ensures experiences are engaging, active, repetitive, and efficient, within a culturally responsive context.

5.6g Cross-Disciplinary Skills

Plans learning experiences that emphasize cross-disciplinary skills and have real-world context.

5.6h Encouraging Social Interaction, Teamwork, and Collaboration

Plans learning experiences, tasks, and activities that encourage social interaction, teamwork, and collaboration. Some helpful actions and practices to support children's cooperation and collaboration are:

- Including time to explicitly teach and reflect with children about cooperation.
- Using strategic pairing and grouping to maximize all children's engagement and learning.
- Encouraging children to engage with one another through conversation and dialogue and to collaboratively generate new ideas and lines of inquiry.
- Ensuring that all children's voices are heard, or that all children can share their thinking, to contribute to the group's learning.
- Supporting children to respectfully challenge each other's thinking.

- Celebrating children's effective teamwork and collaboration and explicitly explaining how it contributes to the group's enjoyment and learning.

5.6i Deliberate Decision-Making

Documents and monitors children's learning during learning experiences; makes deliberate decisions about when to take the lead to support and extend learning and when to let children take the lead.

5.6j Using a Range of Strategies

Includes varied ways for children to access content and express their understanding, including through reading, discussing, searching, and documenting through various media and technology.

5.6k Use of Technology

Uses technology in the design of learning experiences to support children's engagement, exploration, expression, and creativity, including to build children's capacity to collaboratively work with others from outside the classroom or group.

5.6l Sequencing and Pacing

Plans for a coherent sequence of learning experiences that provides ample time for children's autonomy, inquiry, reflection, conversation, and collaboration.

5.6m Supports and Extensions

Plans supports and extensions to maximize children's engagement and success. When planning, effective early childhood educators:

- **Anticipate points of challenge:** When planning learning tasks and activities, anticipates and addresses points of challenge for children.
- **Provide flexibility, choice, and autonomy:** To encourage engagement, plans ways to provide children with choice and autonomy to make learning activities and tasks more meaningful or challenging, or to encourage children to extend their own learning.
- **Plan explicit modeling:** Plans how to clearly articulate and model the steps and expectations involved in learning experiences to promote children's engagement and participation.

5.6n Making Adjustments

Based on real-time evidence of children's needs, questions, and suggestions, as well as specific events, responds flexibly and adjusts the curriculum and learning experiences to promote greater learning.

5.7 Materials, Resources, and Technology

Early childhood educators intentionally use instructional materials, resources, and technology to enhance development, learning, and positive approaches to learning.

5.7a Providing a Range of Materials and Resources

Uses a wide range of resources to support and extend children's learning. Prioritizes resources and materials that are:

- Practical and authentic: items children see adults use that they would like to use or know more about; include real ones rather than pretend.
- Open-ended: materials that can be used in many ways and encourage creativity; materials that can be used by children of different ages with different capabilities.
- Reflective of diversity: connected to children and families' lives and communities; can be used by diverse learners.
- Interesting: provoke curiosity and interest.
- Natural: objects from nature, found rather than store-bought.
- Beautiful: nurture children's aesthetic sense, to experience different forms of beauty.
- Engaging: encourage children to do something and/or engage their senses.

5.7b Evaluating Instructional Resources

Evaluates resources, including technology and media, for quality, accuracy, effectiveness, and cultural and linguistic appropriateness for the children in their classroom or group.

5.7c Cultural and Linguistic Diversity

Whenever possible, uses stories, books, and other learning materials created by or that reflect the cultural backgrounds of the children in the class or group; includes resources that highlight the voices and experiences of other historically marginalized groups even if children from those groups are not represented in the classroom.

5.7d Selecting Appropriate Instructional Resources and Materials

Relies on a strong set of developmentally, culturally, and linguistically appropriate curriculum materials.

5.7e Integrating Additional Instructional Resources

Integrates additional resources as needed to maximize engagement and help individual children and groups of children meet learning goals.

5.7f Including a Range of Technologies

Includes a range of informational and media technologies; co-views technology with children to help them access and deeply engage with content.

5.7g Using Technology for Teaching and Assessing

Uses technology to make learning accessible, to enhance and individualize instruction to meet diverse needs, and to track child progress. Some guidelines for integrating technology into curriculum and learning experiences are:

- Consider developmental appropriateness when selecting technology, and do not use technology with infants and toddlers unless specified in an IFSP.
- Incorporate technology to engage children in developing key skills and to teach content or subject matter.
- Use technology and media that clearly support learning goals and to engage children in thinking, creating, problem solving, designing, inquiring, critiquing, communicating, and making connections, rather than simply to practice skills.
- Select technology and media tools that promote interaction, communication, and collaboration.

5.8 Instructional Strategies to Support Motivation and Engagement

Early childhood educators implement instructional strategies aligned with universal design for learning that support children’s motivation and sustain engagement.

5.8a Creating an Environment Conducive to Learning

Carefully considers each child’s profile and works to create a safe space for learners by minimizing threats and distractions in the learning environment.

5.8b Engaging Curiosity and Interest

Sparks and protects children’s curiosity for learning by 1) providing children with choice and autonomy and 2) ensuring that information and activities are relevant and valuable to children’s family and cultural contexts, interests, and goals.

5.8c Providing Alternatives

Provides sufficient alternatives during learning experiences to help children manage their own engagement and affect.

5.8d Supporting Effort and Concentration

Supports children’s effort and concentration by 1) clearly articulating and persistently reminding them of a goal and its value, 2) varying task demands and balancing resources to optimize challenge for individual children and support success, 3) planning learning experiences, tasks, and activities that encourage social interaction, teamwork, and collaboration.

5.8e Providing Effort-Oriented Feedback

Provides frequent, mastery-oriented feedback to children that is relevant, timely, and specific; that focuses on effort and persistence rather than performance or compliance; and that emphasizes the role of practice rather than inherent ability or intelligence.

5.8f Supporting Attention and Self-Regulation

Intentionally helps children to self-regulate and, when developmentally appropriate, explicitly teaches children the strategies to modulate their emotional reactions and attention states so they can cope and engage with the environment.

5.8g Empowering Self-Efficacy

Helps children to self-reflect, articulate, and name their own goals that can be realistically reached; expresses positive belief in children that their goals can be met.

5.8h Providing Options to Support Engagement

To help children stay motivated, supports them in managing anxiety and frustration and offers multiple options for participation.

5.8i Using Prompts, Checklists, and Rubrics

Provides prompts, checklists, and rubrics that help children set self-regulatory goals, increase the duration of focus when encountering distraction, and encourage self-reflection.

5.9 Instructional Strategies to Support Children's Access to Content

Early childhood educators implement instructional strategies aligned with universal design for learning to provide multiple means of representing information to ensure all children can access and participate in meaningful, challenging learning experiences.

5.9a Using Multiple Media

Uses multiple media (e.g., photographs, illustrations, physical or virtual manipulatives, video, etc.) to illustrate content area concepts; strategically makes explicit connections between information shared aurally and/or through text.

5.9b Media With Varied Features

Presents information and content for learning to children in ways that do not rely on a single sense like sight, hearing, or touch; uses flexible formats to ensure that perceptual features can be varied. Some examples of elements that might be varied include:

- The font used for visual materials.
- The size of text, images, or other visual content.
- Contrast between background text and color.
- The color used for information or emphasis.
- Volume or rate of speech or sound.
- Because information presented solely through sound is not accessible to all children, ensures options are available for any information presented aurally.

5.9c Language Support

Provides language support that makes learning accessible. Support should include:

- Clarifying vocabulary and symbols by linking them to additional pictures, symbols, numbers, and/or icons to help children understand their meaning (e.g., including pictures alongside labels).
- Translating any idioms, expressions, culturally exclusive phrases, and slang.
- Making the patterns and properties of systems (grammar, musical notation, equations, taxonomies) explicit.
- Using translations, descriptions, movement, and images to promote understanding across languages.
- Making all information available in all languages used, in children's home languages and English, and embedding visual, gestural, and other non-linguistic supports as scaffolds.

5.9d Reducing Decoding Barriers (for children in early elementary grades)

To ensure equal access to information, when the ability to decode is not the focus of instruction, provides options for children to access text that do not require them to decode.

5.10 Instructional Strategies to Promote Understanding

Early childhood educators use instructional strategies aligned with universal design for learning to support children’s ability to actively process and apply new information.

5.10a Accessing Prior Knowledge and Providing Essential Information

Anchors learning experiences by using strategies that activate children’s prior knowledge or, when necessary, provides pre-requisite information to scaffold comprehension of new information.

5.10b Making Connections Across Content Areas

Makes connections across curricular areas explicit (using literacy strategies during a science or social studies experience).

5.10c Promoting Attention to Salient Information

Provides explicit cues and prompts and highlights patterns, important features, big ideas, and relationships to help children attend to what is critical when building comprehension of new information.

5.10d Modeling, Scaffolding, and Feedback

Uses modeling, scaffolding, and feedback to help children apply mental strategies to process new information. Such processes might include:

- Explicit prompts for each step in a sequential process.
- Options for organizing thinking (e.g., pictures, words, tables, etc.).

- Multiple entry points into a learning experience.
- Multiple ways to explore content and big ideas in a content area.
- Chunking information into smaller, more manageable elements.

5.10e Minimizing Distractions

Removes unnecessary distractions that might conflict with the goal of a lesson or learning experience.

5.10f Explicit Strategies to Apply Learning to New Contexts

Uses strategies that help children apply learning to new contexts, maximizing memory, transfer, and generalization, and that guide children to use explicit strategies. Supports might include:

- Checklists, charts, and organizers.
- Teaching strategies for remembering (e.g., silly songs or sentences, chunking information, visualizing, and using multisensory strategies like writing things down in words or pictures, saying things aloud, and looking at them).

Early childhood educators implement instructional strategies aligned with universal design for learning to provide multiple means for children to navigate the learning environment and express what they know.

5.11a Accessibility

Ensures that children can engage with materials and tools that are accessible to them; provides optimal access to assistive technology.

5.11b Alternatives for Tasks that Require Motor Capabilities

Considers the motor demands of routines and learning experiences; provides alternatives for physical interaction with materials when needed; offers options for how children respond, make choices, and compose their ideas.

5.11c Multiple Ways for Children to Use Media

Provides options for children to use multiple media to communicate their ideas. Options might include 1) composing in text, drawing, video, movement, or other media, 2) using physical manipulatives, 3) using interactive web tools.

5.11d Multiple Tools for Composition and Expression

Encourages children to use multiple tools to help them compose and express their understanding (e.g., spelling and grammar checker, text predictors, text-to-speech tools, virtual or concrete math manipulatives, sentence starters, concept mapping tools, and web applications).

5.11e Scaffolds

Adjusts the degree of scaffolding needed for children to build and demonstrate fluency with skills, with highly supported opportunities available for some and freedom for those ready for more independence.

5.11f Options for Learning Strategies and Approaches

Provides different options for children to accomplish the same outcomes through differentiated models (e.g., different strategies, skills, and approaches).

5.11g Releasing Scaffolds and Supporting Mastery

Gradually releases scaffolds as children gain skills and independence to ensure all children can accomplish mastery.

5.12 Instructional Strategies to Support Executive Function

Early childhood educators implement instructional strategies aligned with universal design for learning to support children’s executive function throughout learning experiences.

5.12a Supporting Goal-Setting

Helps children practice goal-setting through projects and learning experiences. Supports might include:

- Prompts that help children consider the level of difficulty, estimated effort required, and resources or supports they might need.
- Models or examples of the process and product of the goal-setting plan.
- Guides and checklists to help children with goal-setting.

5.12b Checklists and Planning Templates

Provides checklists and templates that help children understand tasks, prioritize, and plan or complete a sequence of steps.

5.12c Thinking Aloud

Models thinking aloud and coaches children through the process of breaking up a bigger task or project into smaller chunks.

5.12d Graphic Organizers

Uses graphic organizers to help children make essential information readily accessible for when they need to refer to or use it.

5.12e Prompts and Questions

Uses prompts and questions when interacting with children during play and adult-led learning to help children categorize and intentionally support self-monitoring and reflection.

5.12f Feedback

Provides different options for children to accomplish the same outcomes through differentiated models (i.e., different strategies, skills, and approaches).

5.12g Worked Examples, Checklists, and Rubrics

Provides completed step-by-step examples and checklists, rubrics, and other samples of work or performance to help guide children’s efforts and goal-setting.

6

Health, Safety, and Nutrition

Core Competencies



Early childhood educators maintain and promote children's physical and mental health, safety, and well-being.

Core Knowledge | *The early childhood educator understands...*

K-6a Health, safety, and nutritional guidelines outlined by the applicable regulatory and supervisory agencies.

K-6b Science that explains the negative effects of chronic stress and exposure to trauma and adversity on development and learning.

K-6c Developmentally appropriate expectations of activities (e.g., sleep, food, exercise, structured and unstructured play and learning activities).

Essential Skills | *The early childhood educator can...*

S-6a Identify basic threats to children, recognize the signs of illness and injury, and perform basic emergency procedures like first aid and cardiopulmonary resuscitation (CPR).

S-6b Recognize and address food-related hazards for children according to their age, needs, and ability

(e.g., choking, allergies, and feeding constraints) due to health conditions and ability to respond to food-related emergencies.

S-6c Recognize the possible signs of trauma in children and offer trauma-informed support to children and families.

Habits of Mind and Dispositions | *The early childhood educator...*

D-6a Appropriately maintains confidentiality and respects family privacy.

D-6b Plans for contingencies.

D-6c Takes initiative and acts when appropriate.

D-6d Takes an inclusive, caring approach to working with children, families, and communities.

D-6e Prioritizes time to share ideas in partnership with families.

6.1 Expectations and Requirements

Early childhood educators fulfill expectations outlined by applicable regulatory agencies and meet training requirements in topics essential to children’s health, safety, and nutrition.

6.1a Adhering to Guidelines

Follows proper health, safety, and nutritional guidelines outlined by applicable regulatory and supervisory agencies for: diapering, handwashing, handling blood and other bodily fluids; communicating with families about communicable diseases; administering medication to children; feeding; toothbrushing; managing soiled clothes; handling emergencies and injuries; and protecting children from sun and insects.

6.1b Protecting Children’s Health

Takes precautions that help protect and maintain children’s health, including making sure the air and space are free of harmful drugs, substances, or chemicals. Additional measures include those to prevent the spread of infectious diseases, maintaining up-to-date training in cardiopulmonary resuscitation (CPR) and first aid certification, implementation of techniques to prevent sudden infant death syndrome (SIDS), and how to safely administer medication to children (MAT training).

6.1c Protecting Children’s Safety

Takes precautions that help protect and maintain children’s safety and security, including ensuring proper adult-to-child ratio; supervision of staff, children, and playgrounds and daily activities; emergency preparedness and response practices; and fire, pool, water, and sports safety.

6.1d Awareness and Vigilance

Remains vigilant and recognizes signs that a child or family is struggling with problems or that a problem may be developing. Situations to be aware of include:

- Changes in family situation (e.g., divorce, move, new child, military deployment, death of a family member, incarceration of a family member)
- Unmet basic needs (e.g., food, shelter, medical care, hygiene, clothing, transportation, managing the household)
- Change in health status (e.g., major chronic illness, injury, mental health conditions, disabilities, addiction)
- Neglect or abuse

6.1e Record-Keeping

Maintains child, staff, and program records in accordance with the requirements of applicable regulatory and supervisory agencies; uses data to inform decisions related to health, safety, and nutrition.

6.1f Training Requirements

Possesses current, valid documentation of training in topics essential to children's health, safety, nutrition, and trauma-informed practice, as outlined by applicable regulatory agencies. Training requirements include the following:

- Child abuse identification and prevention
- School violence prevention
- Pediatric first aid
- Infant and child CPR
- Infection control and preventing infectious diseases
- Medication administration training
- Identification and prevention of shaken baby syndrome
- Identification and prevention of Sudden Infant Death Syndrome

6.2 Protecting and Promoting Healthy Development and Well-Being

Early childhood educators implement actions and practices to prevent injury, illness, and emergencies and that promote the physical and mental safety, development, and well-being of the young children in their care.

6.2a Creating a Protective Environment

With the intention to establish a nurturing, protective environment, commits to building unconditionally positive, stable relationships with all children and provides a predictable daily schedule that reflects children's need for healthy sleep, nourishment, fresh air, and exercise.

6.2b Supervision

Provides active, age-appropriate supervision in alignment with regulatory requirements.

6.2c Healthy Nutrition and Obesity Prevention

Contributes to the prevention of childhood obesity and the adoption of healthy eating habits by supporting breastfeeding for mothers returning to work, offering a variety of nutritious food choices, creating enjoyable feeding and mealtime experiences, and ensuring children have ample time for exercise and gross motor play.

6.2d Support for Breastfeeding

Welcomes, reassures, and encourages nursing mothers; shares ideas and plans with families to protect and support breastfeeding.

6.2e Teaching About Health-Promoting Behaviors

Models and teaches about positive health behaviors in developmentally appropriate and engaging ways and engages with families around topics of health, safety, and nutrition.

6.2f Accessing Resources

Accesses resources and support for specialized help when needed to protect and promote children's health, safety, development, and well-being; facilitates families' access to applicable resources for consultation about nutrition, emergencies, development and learning evaluations, and other information.

7 Professional Engagement

Core Competencies



Early childhood educators fulfill professional responsibilities, contribute productively to relationships with families, colleagues, and the profession, and commit to continuous practice improvement.

7 Professional Engagement

Core Knowledge | *The early childhood educator understands...*

K-7a The profession of early childhood and its distinctive history, knowledge base, and mission.

K-7b The essential role of early childhood educators in society and the impact of high-quality early childhood education.

K-7c The NAEYC (National Association for the Education of Young Children) Code of Ethical Conduct, federal and state policies and relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities.

K-7d Relevant nationally recognized professional standards and guidelines, including Developmentally Appropriate Practice and the Division for Early Childhood Recommended Practices.

K-7e State professional practice standards such as the New York State Core Competencies for Early Childhood Educators and the New York State Teaching Standards and their role in guiding professional learning and improving practice.

K-7f The ways in which stress can impact the ability to be responsive to the needs of others, problem-solve, and make wise decisions, and the role of emotional self-regulation and executive function in adult well-being.

K-7g That addressing inequity begins with self-awareness and personal development; that one's personal identity, worldview, and prior experience affects perceptions and expectations, and how they may bias behaviors and interactions with others (InTASC 9i).

K-7h Diverse perspectives about and approaches to early childhood education, including an appreciation for linguistic, cultural, and developmental diversity and acknowledgement of stereotypes and bias.

K-7i The significant aspects of their family history, culture, and personal beliefs.

K-7j How their salient and intersecting social identities (race, gender, religion, socioeconomic class, sex, and more) affect their experiences, especially how they relate to power and privilege.

K-7k Key moments and events in the history of specific identity groups and systems of oppression that advantage some but disadvantage others, including racism, sexism, ableism, heterosexism, and xenophobia.

K-7l The resources, policies, and processes to advocate for in support of early childhood educators in early learning settings and in broader local, state, federal or national contexts.

K-7m Ways to exercise their right to make decisions in early childhood education.

K-7n Varied types of professional development, including opportunities for education, training, technical assistance, and the ways that each can support ongoing professional growth.

Essential Skills | *The early childhood educator can...*

S-7a Use relevant professional standards and guidelines to guide and adjust practice.

S-7b Keep current with the science of child development and learning and research on instructional and other practices.

S-7c Integrate knowledge of current issues, professional values and standards, and research findings to make and justify decisions.

S-7d Recognize potentially unethical practices and use NAEYC's Code of Ethical Conduct to guide decision-making when faced with an ethical dilemma related to their work.

S-7e Regulate stress, anxiety, and fear to remain calm and maintain productive relationships with children, families, and colleagues.

S-7f Network to build a broad base of professional support.

S-7g Use technology to access professional learning resources.

S-7h Use reflective practices in self-study and in professional learning to enhance services for children and families.

Habits of Mind and Dispositions | *The early childhood educator...*

D-7a Expresses a sense of goodwill or kindness.

D-7b Treats self, children, colleagues, families, caregivers, and other professionals and community members with dignity and respect, even in challenging situations.

D-7c Acts ethically even in difficult situations.

D-7d Takes responsibility for children's development and learning.

D-7e Manages their attention and organizes themselves to fulfill responsibilities consistently and reliably.

D-7f Makes well-reasoned, deliberate, and responsible decisions.

D-7g Learns what works and what does not.

D-7h Remains open to learning new technology.

D-7i Remains flexible and open; knows there is rarely a fixed set of steps to address work-related challenges.

D-7j Thinks creatively and looks for new and different solutions to challenges.

D-7k Notices and acknowledges how their actions impact others.

D-7l Understands and appreciates diversity and different cultural backgrounds.

D-7m Responds to difference or discomfort with curiosity and interest.

D-7n Defers judgment; listens actively to others' perspectives in an open and non-defensive manner and considers different points of view before coming to a decision; values the experience, knowledge and commitment others bring to a partnership.

D-7o When communicating, considers the difficulties and challenges others face.

D-7p Contributes positively to constructive collaboration and works cooperatively as part of a team, including working together to find new solutions.

D-7q Prioritizes relationships over control.

D-7r Remains open to solutions other than their own.

D-7s Acknowledges what they do not yet know; seeks ways to do things better and improve practice; sets and justifies priorities for professional learning.

D-7t Sees themselves as part of a professional community of learners.

7.1 Professional Responsibility

Early childhood educators take care of their well-being and fulfill professional and ethical responsibilities and requirements.

7.1a Well-Being

Demonstrates self-awareness and emotional resilience; manages own physical and mental health, including exposure to adversity and stress, to support young children and their families; reflects on their exposure to trauma, adverse experiences, and toxic stress and the possible influence such exposure might have on their work with children and families.

7.1b Ethics and Responsibilities

Upholds ethical responsibilities and adheres to professional guidelines accepted by the field, including those from the National Association for the Education of Young Children (NAEYC) and the Division for Exceptional Children (DEC).

7.1c Regulatory and Organizational Requirements and Expectations

Implements and adheres to legislative, administrative, and organizational requirements that positively contribute to children's development and learning. Some expectations include:

The early childhood educator:

- Meets or exceeds the education and experience requirements needed for their position (e.g., teachers, caregivers, administrators), as applicable.
- Adheres to relevant New York State and New York City regulatory licensing, certification, and training requirements, as well as the requirements of their program, organization, or funders (if applicable).
- Obeys laws related to child abuse, the rights of children with disabilities, and school attendance.
- Upholds standards of confidentiality, sensitivity, and respect for children, families, and colleagues.
- Maintains professional boundaries in relationships with staff, children, and families.
- Maintains a developmentally and culturally appropriate environment and curriculum based on research-based principles of child development and learning.
- Regularly participates in professional learning experiences that are connected to a professional development plan based upon individual strengths and needs and desired outcomes.

7.1d Commitment to Equity

Commits to providing high-quality curriculum, care, and teaching based on evidence-based and culturally responsive and sustaining practices so all children receive what they need and deserve; partners with other professionals, colleagues, and families to identify and disrupt systems, policies, and structures that result in negative impacts to children, and specifically children of color.

7.2 Professional Reflection, Social Awareness, and Relationships

Early childhood educators are reflective, socially aware, and demonstrate cultural competence with colleagues, families, and other professionals.

7.2a Professional Identity

Develops and articulates a professional identity and a philosophy of care and education.

7.2b Reflection for Responsive Relationships, Care, and Teaching

Takes regular opportunity to pause for reflection; recognizes and considers their own feelings, thoughts, narratives, and actions, including personal biases, attachments, and expectations to deepen understanding across difference and strengthen partnerships.

7.2c Reflection to Support Cultural Competence

Reflects on past experiences, current beliefs, attitudes, biases (implicit and explicit), and practices to make decisions that consider an awareness of how these influences might affect judgment when making observations, conducting assessments, and considering children's behavior, development, and learning.

7.3 Professional Relationships and Communication

Early childhood educators use effective communication skills, including technology-mediated strategies, to collaborate with colleagues and families.

7.3a Building Connections

Takes time to learn about the backgrounds, experiences, and priorities of colleagues and families.

7.3b Considering Possible Barriers to Communication

Makes thoughtful decisions about what, where, when, and how to communicate. Includes consideration of the following possible barriers:

- **Environment:** Considers privacy. Is this a good place to have a conversation?
- **Feelings:** Considers how one's own feelings might make them more likely to respond in a hasty manner or misread others.
- **Distraction:** Avoids multitasking and stays focused.
- **Being attached to one's own agenda:** Is aware of their own narratives, is present, and listens to others.
- **Being dismissive** of others' priorities or concerns.
- **Bias or judging:** Brings awareness to moments when they are making judgments about a person or situation; stops to work toward fully understanding others.

7.3c Culturally and Linguistically Responsive Strategies

Uses culturally and linguistically responsive strategies to understand and communicate with people across differences.

7.3d Information Sharing

Facilitates two-way information sharing with colleagues and families.

7.3e Demonstrating Empathy

Demonstrates empathy by valuing the knowledge, experience, and commitment that others bring to a partnership and showing respect even during moments of disagreement.

7.3f Nonverbal Communication

Attends to nonverbal communication through email, text, and other technology-mediated communication, as well as facial expression, tone of voice, body language, and gestures during face-to-face communication.

7.3g Active Listening

Practices active listening to give others their full attention.

7.3h Managing Conflict

Uses strategies to effectively manage conflict, transform challenging situations, and find solutions that build on the strengths of each party.

7.4 Ongoing Professional Learning

Early childhood educators engage in ongoing professional learning to improve the quality of their practice.

7.4a Staying Current

Keeps current with the science of child development and learning and research on instructional and other practices; expands and updates their content knowledge in each of the subject-area disciplines, their knowledge of curriculum content resources, and their knowledge of teaching strategies specific to each discipline.

7.4b Identifying Learning Needs and Planning for Professional Learning

Use the NYS Core Knowledge and Competencies for Early Childhood Educators and other standards to self-assess, reflect on practice, consider areas of strength and areas for further growth, set goals to improve practice, make plans to participate in professional learning to achieve goals, and evaluate progress.

7.4c Participating in Professional Learning

Engages in high-quality, targeted professional learning opportunities to improve practice.

7.4d Collaborating with Colleagues and Improving Practice

Engages in collaborative discussion, asks for and receives feedback, and actively participates in learning with colleagues to improve practice.

7.4e Applying Professional Learning to Improve Child Outcomes

Makes changes in practice that will improve child outcomes based on new knowledge or skills gained through professional learning.

7.4f Learning and Activities for Career Advancement

Reflects on career goals and makes plans for continued career growth.

7.4g Seeking Guidance and Support from Supervisors, Coaches, and Mentors

Actively participates in reflective supervision; seeks guidance and support from supervisors, coaches, mentors, career advisors, and colleagues when needed or desired.

7.5 Professional Community and Contributions

Early childhood educators contribute to their programs and to the profession.

7.5a Contributing to Program Culture and Community

Participates in opportunities to engage with the program community and contributes to a work culture that is empowering and inspires initiative.

7.5b Engaging with Professional Networks and Communities

Joins and participates in professional networks and communities that broaden their base of support, facilitate professional growth, and support advocacy.

7.5c Providing Mentorship

When ready, provides mentorship and serves as a resource for others in the field.

7.5d Being an Advocate

Builds knowledge, stays updated, and takes action to support the workforce and high-quality early childhood education for all children; uses experience and knowledge to inform and influence others about issues concerning the needs of young children and families, including the importance of playful learning.

7.5e Redressing Bias

Recognizes and works to redress bias in the classroom, program, and/or system.

7.5f Countering Harmful Practice

Recognizes and counters teaching practices, curriculum approaches, or materials that are developmentally inappropriate, are disrespectful, or cause harm with regard to race, culture, religion, gender, sexual orientation, or family structure.

7.5g Leadership

Uses leadership opportunities to advance the profession.

Glossary

ableism	Ableism is a set of beliefs or practices that devalue and discriminate against people with physical, intellectual, or psychiatric disabilities.
achievement gap	Refers to the effect of the opportunity gap — disparities in academic outcomes and well-being among different groups of children (National Academy of Sciences, 2023).
anti-bias education	An approach to education that explicitly works to end all forms of bias, discrimination, and oppression through ongoing reflective practice to build and affirm positive social identities, develop language around differences, recognize and understand multiple perspectives, and act to counter discrimination.
bias	The disproportionate weight in favor of or against one thing, person, or group compared with another; attitude, stereotype, or unfair pattern of response towards one individual or group.
child outcomes	The result of the support and services a child receives. The three core areas of child outcomes in early intervention and early childhood special education are (1) positive social-emotional relationship skills; (2) acquisition and use of knowledge and skills for early language, communication, and literacy; and (3) use of appropriate behaviors to meet needs in social situations.
Code of Ethics	Core values of the field and guidance for professionals when they encounter conflicting obligations or responsibilities in their work. The NAEYC (National Association for the Education of Young Children) Code of Ethical Conduct and Statement of Commitment are guidelines for early childhood care and education.
continual quality improvement	A progressive, incremental improvement of processes, safety, care, and education using dimensions of program and classroom quality and standards to guide decisions.
cognitive processes	Any of the mental functions assumed to be involved in the acquisition, storage, interpretation, manipulation, transformation, and use of knowledge. These processes encompass such activities as attention, perception, learning, and problem solving. Also used synonymously with mental processes.

culture Beliefs, practices, and traditions associated with a particular group of people. Cultural identity is a strength to be affirmed, developed, and sustained by children while acquiring skills they need to function in our diverse society. Individuals both learn from and contribute to the culture of the groups to which they belong and are intersectional. Cultures reflect the lived experiences of their members in particular times and places.

Culturally Responsive Teaching (Gay 2000) Using the cultural knowledge, prior experiences, and performance styles of diverse children to make learning more appropriate and effective for them; it teaches to and through the strengths of these children.

Culturally Sustaining-Responsive Education Framework NYSED guidance on creating child-centered learning environments that are welcoming and affirming to children’s cultures. Learners and their families feel represented, reflected, understood, and valued. The instruction is rigorous, intellectually challenging, effective, and equitable in that it is adaptive to language and ability needs. This requires ongoing professional learning and support for inclusive curriculum and assessment.

curriculum framework An organized plan informed by standards and learning outcomes that defines the content to be enacted and differentiated to engage children in learning experiences.

curriculum design The process of planning and preparing opportunities to engage and support children to think critically, explore social-emotional competencies, communicate, and build on and acquire skills, knowledge, and dispositions that promote independence, agency, and learning.

curriculum Encompasses the knowledge of specific learners, the process of learning, contexts, and content that children are to acquire via learning plans for experiences through which their acquisition occurs. In developmentally appropriate practice, the curriculum helps young children achieve goals that are developmentally and educationally significant.

developmental delay Developmental delay means that a child has not attained developmental milestones expected for the child’s chronological age adjusted for prematurity in one or more of the following areas of development: cognitive, physical (including vision and hearing), communication, social/emotional, or adaptive development.

developmental monitoring	Developmental monitoring observes how a child grows and changes over time and whether a child meets the typical developmental milestones in playing, learning, speaking, behaving, and moving. Parents, grandparents, early childhood providers, and other caregivers can participate in developmental monitoring. Brief checklists of milestones help to see how a child is developing.
developmental screening	A standardized questionnaire or assessment administered by professionals to identify potential developmental delays and allow for early intervention and special education services.
developmentally appropriate	Methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.
differences	Dimensions of human diversity that include culture, race, language, ability, learning styles, ethnicity, family structure, religion, sexual orientation, gender, age, and socioeconomic differences.
differentiated instruction	An approach whereby teachers adjust the curriculum and their instruction to maximize the learning of all students: average learners, dual language learners, struggling students, students with learning disabilities, and gifted and talented students. Differentiated instruction is not a single strategy but rather a framework that teachers use to implement a variety of strategies, many of which are evidence-based (IRIS Center n.d.)
disability	According to Congress through Public Law 114-95, the Every Child Succeeds Act, disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Thirteen categories guide how disability is defined under the federal special education law known as the Individuals with Disabilities Education Act (IDEA). In order to be eligible for special education and related services as a “child with a disability,” a child’s educational performance must be adversely affected due to the disability. The disabilities eligible for services under the IDEA are autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairments including blindness. States also have the option to use the category of developmental delay in addition to the specific disability categories to determine eligibility for special education and related services.

dispositions	Individual attitudes, beliefs, values, habits, and tendencies toward actions. Professional dispositions are considered important for effective work in a specific profession and are expected of all members of that profession. Critical dispositions for educators have been defined in the Council of Chief State School Officers' Interstate Teacher Assessment and Support Consortium (InTASC) Standards (CCSSO, 2013) and in the National Board for Professional Teaching Standards (NBPTS). NBPTS dispositions for early childhood educators include collaboration, respect, integrity, honesty, fairness, and compassion; educators with these characteristics promote equity, fairness, and appreciation of diversity in their classrooms (NBPTS 2012).
diverse learners	Dimensions of diversity include a spectrum of intersectional identities regarding culture, race, language, ability, learning styles, ethnicity, family structure, religion, sexual orientation, gender, age, and socioeconomic differences.
diversity	Varied culture, ethnicity, language, race, religion, gender, sexual orientation, socioeconomic background, dis/abilities, learning styles, and intersectional identities.
emergent multilingual learner	Preschool child whose primary language at home is other than English and who has the potential to become multilingual in school.
equity	Equity means that each child receives what they need to develop to their full academic and social potential. According to the National Equity Project, working towards educational equity involves: ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlate with any social or cultural factor, interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children, and discovering and cultivating the unique gifts, talents, and interests that every human possesses.
ethical dilemma	Moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

ethical responsibilities

Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the NAEYC Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

evidence-based decision-making

A process with steps to collect and integrate information from multiple sources, make decisions based on that information over time, and plan for implementation and evaluation.

evidence-based practices

The principle that educational practices be based on the applicable and available scientific evidence of research.

executive functioning

A set of cognitive skills used to regulate emotions, manage social interactions, and plan. Located towards the front of the brain, our executive functioning begins to develop in early childhood, and skills continue to develop in adolescence. Signs of executive function issues show up when people struggle with working memory, inhibitory skills, and flexible thinking.

formative assessment

Teacher practice of monitoring learning used to inform and modify instruction to improve child outcomes.

funds of knowledge

Learning resources such as the background knowledge and experiences that children bring to school that can be incorporated in curriculum and teaching to foster their sense of self and belonging. Learning about and drawing on funds helps teachers form strong relationships, identify children’s strengths, enrich the classroom community, and plan to engage with home languages, family and community cultures, everyday activities, and significant events.

goals

Projected or desired endpoint in understanding, typically aligned with local or national educational standards, or as subsets of these areas of focus, to develop skills, behaviors, and knowledge. They are often specific, measurable, achievable, relevant, time-bound, and equitable.

Individualized Education Program (IEP)

Written individualized plans for children with disabilities age 3 and older as required under the Individuals with Disabilities Education Act (IDEA).

Individualized Family Services Plan (IFSP)

Written individualized plans for children’s families and caregivers to support children who are under 3 years of age, are evaluated, and qualify for Early Intervention services.

inclusion	Assuring that all people access opportunities to engage in meaningful experiences and interactions to build meaningful relationships. This value means integrating children with developmental delays or disabilities in the least restrictive environments possible and making accommodations and adaptations to teaching practices and learning environments as needed.
intervention	A planned system of support that is available to babies and young children with differences, developmental delays, and disabilities, and their families, organized by a team of professionals in collaboration with the infant's or young child's family.
learning modalities	The tools, sensory channels, or pathways through which people share, receive, and store information.
learning progressions	Descriptions of the sequence of learning about big ideas in domains and content areas practices with increasing depth and sophistication. The roadmap of learning as a developmental progression forms the basis for organizing and planning instruction.
means of representation	Ways to engage with materials and information organized to create access and promote young children's comprehension and build their background knowledge.
means of expression	Ways to participate and act by using multiple languages, modes (tactile, visual, auditory, and kinesthetic), and media to demonstrate learning.
modeling	Demonstration of a skill or a practice as an intentional support through use of a certain kind of language and practice that children imitate with support to acquire the skill.
multimodal teaching strategies	The provision and use of the tactile, visual, auditory, and kinesthetic as ways to represent ideas and engage learners with multiple ways to act and express themselves that increases access and participation in learning processes.
multilingual ecologies	Environments that welcome and engage families in the community by inviting the entire range of languages of the children and families with multilingual text and talk to embrace and promote children's development of positive social identities and incorporate their cultures in curriculum as key learning assets.

multitiered systems of support

MTSS is defined as a comprehensive framework that provides academic, social, emotional, and behavioral support for all children, and provides resources and supports that families and personnel in educational, early childhood, and early intervention settings need to support children. MTSS is a prevention-oriented, data-driven, and team-based system characterized by multiple tiers of intervention, universal screening, progress monitoring, and data-based decision making.

opportunity gap

The unequal and inequitable distribution of resources and experiences on the basis of race, ethnicity, socioeconomic status, English proficiency, disability, immigration status, community wealth, familial situations, geography, or other factors that contribute to or perpetuate inequities in well-being across groups of young children in health, social-emotional development, and education (National Academy of Sciences, 2023).

professional development system

PD systems provide consistent and uniform standards for ECE programs and guide implementation of high-quality services for all children. The systems are designed to work across all sectors of private and public early care and education. Comprehensive systems address many areas of requirements and standards. These standards and requirements may include registries, alliances, quality ratings, and credentialing and licensing requirements. They inform the nature and scope of PD at the national, state, territory and local levels (Child Care Aware of America & the National Association for the Education of Young Children, 2023).

questioning

The practice of wondering and asking to provoke exploration, gain deeper insights into problems, and offer better problem framing and innovative solutions.

referral

A referral is a written request for an evaluation to determine if a child has a disability and is eligible for special education or related services.

resilience

Ability and process of adaptation in response to adversity, trauma, or significant sources of stress developed through healthy attachment relationships, other protective factors, and an ongoing cultivation of habits and dispositions.

scaffolding	Provision of support to learners to promote learning when concepts and skills are introduced. This practice involves a more skillful person creating a sense of safety and gradually withdrawing support as the learner progresses along the learning continuum.
screening tools	The tools used for developmental and behavioral screening are formal questionnaires or checklists based on research that ask questions about a child’s development, including language, movement, thinking, behavior, and emotions. Developmental screening can be done by a doctor or nurse, but also by other professionals in healthcare, early childhood education, community, or school settings. Developmental screening is more formal than developmental monitoring and normally done less often than developmental monitoring.
self-awareness	A clear perception of one’s own personality, including strengths, weaknesses, biases, thoughts, beliefs, motivation, and emotions. This helps professionals understand how other people perceive oneself, one’s attitude, and responses to them in the moment.
sensory integration	A neurological process that organizes sensation from one’s own body and from the environment (sight, hearing, smell, touch, taste, proprioception, and vestibular function) and makes it possible to use the body effectively within the environment.
stigma	Negative qualities or mark of disgrace assigned to a circumstance or a group of people.
summative assessment	What is observed or used to document child learning or concept retention as evidence at the end of an instructional period.
systemic oppression	Inequities and phenomena that are created at the level of institutional policy and practice across structures (education, health, economy, etc.). Oppression and systemic mistreatment (ableism, classism, homophobia, racism, or sexism) are disadvantaging and advantaging of groups of people based on their identities and can be undone through recognition of inequitable patterns and intentional action to interrupt inequity and create more democratic processes and systems supported by diverse stakeholders in partnership.
techniques	The variety of methods that educators employ to remove barriers to access or facilitate activities, such as positive reinforcement of skills, redirection, reframing, avoiding power struggles, and pointing out natural consequences of a behavior.

technology	Human-made tools used to solve problems or fulfill desires. Technology includes objects, systems, and processes resulting in modification of the natural world to meet human needs and wants.
tiered instruction	Design to enhance learning for all children by linking assessments with the promotion of a positive learning environment, instructional strategies, and interventions.
traumatic stress	Reactions that persist and affect daily life after exposure to one or more traumatic events have ended. These traumatic reactions may include intense and ongoing emotional upset, depressive symptoms or anxiety, behavioral changes, difficulties with self-regulation, problems relating to others or forming attachments, regression or loss of previously acquired skills, attention and academic difficulties, nightmares, difficulty sleeping and eating, and physical aches and pains.
translanguaging	Communication practices that encourage use of all languages flexibly and access to full linguistic repertoire.
Universal Design for Learning (UDL)	A pedagogical framework driven by the three core principles of engagement, representation, and action and expression. It is a holistic, inclusive neuroscience-based approach to support the range of learners in any classroom by fostering internal motivation, curiosity, and child success through teacher responsiveness.
universal screening	Universal screening is the administration of an assessment to all students in the classroom or program to identify children who may be at risk for poor academic, behavioral, social, or emotional outcomes. The universal screening process depends on access to and use of data connected to valid and reliable indicators of the desirable outcome within the particular age or grade level.
values	Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.
visual supports	Use of objects or pictures to communicate expected behaviors or signal changes in activities and identify the upcoming activity.
worked example	A model to demonstrate steps required to complete a task or solve a problem.

Alignment with Related Standards



ALIGNMENT WITH

NAEYC Standards and Competencies for Early Childhood

NAEYC Standards and Competencies	CBK Competency
<p>Standard 1: Child Development and Learning in Context</p>	<p>Competency Area 1: Child Development and Learning in Context The early childhood educator is knowledgeable about individual children, child development, learning, and the learning process.</p>
<p>1a. Understand the developmental period of early childhood from birth through age 8 across developmental domains.</p>	<p>1.1 The early childhood educator understands how children develop across domains from birth through age 8 and the practices and strategies that promote children’s development.</p>
<p>1b. Understand each child as an individual with unique developmental variations.</p>	<p>1.3a Understands Each Child Seeks to deeply know each child and uses observation, assessment, and information shared by families to understand each child’s development and learning, unique strengths, interests, funds of knowledge, culture, and needs.</p>
<p>1c. Understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society.</p>	<p>1.3b Considers Multiple Contexts and Influences Considers the multiple contexts in which children develop, including family, language, culture, community, and broader societal contexts when reflecting on children’s development and making practice decisions.</p>
<p>1d. Use multidimensional knowledge — that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts — to make evidence-based decisions that support each child.</p>	<p>1.3 Informed Decision-Making Makes informed, data-based decisions to ensure all children can access the learning environment and learning experiences, can participate fully, and receive the support they need to meet learning and development outcomes.</p>

NAEYC Standards and Competencies	CBK Competency
<p>Standard 2 Family Teacher Partnerships and Community Connections</p>	<p>Competency Area 2: Family and Community Engagement The early childhood educator works in partnership with families and communities to support children’s development and learning.</p>
<p>2a. Know about, understand, and value the diversity of families</p>	<p>2.1b Seeks to Understand Families Seeks to learn about family child-rearing practices, background, and family funds of knowledge to be responsive to each family’s unique circumstances.</p>
<p>2b. Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement</p>	<p>2.1 Relationships with Families Initiates and sustains positive, reciprocal relationships with families. 2.2 Collaboration and Support Collaborates with and supports families to promote children’s development and learning.</p>
<p>2c. Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies</p>	<p>2.2c Opportunities to Extend Learning Collaborates with families to identify opportunities to support and extend their child’s learning and development at home and in the community. 2.2d Accessing Resources and Facilitating Referrals Engages with families to obtain high-quality community resources and services, and provides support and guidance as part of the process. 2.2e Continuity of Services and Transitions Builds partnerships with other community programs and schools to support continuity of services and transitions</p>

NAEYC Standards and Competencies	CBK Competency
<p>Standard 3 Child Observation, Documentation, and Assessment</p>	<p>Competency Area 3: Observation and Assessment The early childhood educator uses observation, documentation, and assessment to monitor children’s development and learning and to support planning and decision-making.</p>
<p>3a. Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p>	<p>3.4 Assessment for Planning and Progress Monitoring Uses assessment (formal and informal, formative and summative) to plan curriculum and teaching, to continuously understand and measure children’s development, and to make decisions about how to enhance the quality of the learning environment and adjust teaching and caregiving practice.</p>
<p>3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools</p>	<p>3-Kg Understands varied assessment methods, tools, and measures and how they can be used to understand and monitor children’s learning and development.</p>
<p>3c. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child</p>	<p>3.3 Responsible Assessment Is a critical consumer of assessments and uses assessments for the purposes for which they were intended and validated.</p> <p>3.3a Selecting Assessment Tools Uses assessment tools that have documented evidence that they are unbiased, reliable, and valid, and can be used to make sound decisions for a given population (e.g., 4-year-olds, children who are at-risk). When possible, uses assessment tools designed with equity in mind, with built in accommodations or procedures that allow children to demonstrate their underlying or functional capabilities.</p> <p>3.3b Cultural and Linguistic Appropriateness Implements assessment tools and procedures that are culturally and linguistically appropriate for the children in the group or classroom.</p>

NAEYC Standards and Competencies	CBK Competency
3c. (continued)	<p>3.3c Responsible Use of Tools Assesses children using tools they are fully qualified and trained to use, especially in the case of conventional assessment, and that are aligned with appropriate curriculum and learning goals and teaching strategies, and have clear relevance for daily planning and curriculum development for the children in the classroom or group.</p>
3d. Build assessment partnerships with families and professional colleagues	<p>3.2 Family Involvement in Assessment Promotes family involvement in the assessment process and works as a team with families to gather information using multiple developmentally appropriate tools to identify children’s strengths, needs, interests, and preferences across all developmental domains.</p>
<p>Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</p>	<p>Competency Area 4: Environment and Curriculum The early childhood educator uses their knowledge of individual children and an understanding of child development and learning to create healthy learning environments and design effective, engaging learning experiences.</p>
4a. Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children	<p>4: Environment and Curriculum, Social-Emotional Climate 4-Kb Understands that positive, supportive relationships and interactions are the foundation for teaching and learning, and for building a community of learners.</p>

NAEYC Standards and Competencies	CBK Competency
<p>4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.</p>	<p>1.1 Knowledge of Child Development Understands how children develop across domains from birth through age 8 and the practices and strategies that promote children’s development.</p> <p>1.1c Knowledge of Developmental Trajectories, Practices, and Instructional Tasks Understands developmental trajectories (goals, progressions, and strategies and practices) and how children develop competence in each of the developmental domains.</p> <p>1.2 Knowledge of Academic Content and Pedagogy Understands how children develop competence in each of the academic content areas. This includes an understanding of the core concepts and the learning trajectories (goals, progressions, and strategies and practices) of each discipline.</p> <p>5.6a Utilizing an Understanding of the Children in the Group to Plan Learns about each child and works to understand their unique strengths, interests, approaches to learning, and challenges. Early educators learn about children by:</p> <ul style="list-style-type: none"> • Observing children and reflecting on their work and play. • Having frequent, authentic conversations with each child. • Asking open-ended questions to learn more about children’s experiences and interests. • Having regular conversations with each child’s family. <p>5.2 Using a Multitiered Curriculum Framework Uses a multitiered instruction system as the curriculum framework to meet diverse learners’ needs.</p> <p>5.3 Integrated Teaching and Learning Approaches Combines child-directed play, adult-led learning, and guided play to encourage all children to explore, solve problems, communicate, think, create, construct ideas and understandings, build friendships, and to learn from and with peers.</p> <p>5.4 Promoting Learning Through Play Intentionally promotes play to engage children in learning.</p> <p>1.12 Promoting Cognitive Processes and Learning Dispositions Implements practices that promote the cognitive processes, like attention, memory, perception, language, and cognitive flexibility and reasoning needed for children to learn and develop positive approaches to learning.</p>

NAEYC Standards and Competencies	CBK Competency
<p>4b. (continued)</p>	<p>5.12 Instructional Strategies that Support Children’s Executive Function Implements instructional strategies that align with universal design for learning to support children’s executive function throughout learning experiences.</p>
<p>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning</p>	<p>5.8 Instructional Strategies to Support Motivation and Engagement Implements instructional strategies aligned with universal design for learning that support children’s motivation and sustain engagement.</p> <p>5.9 Instructional Strategies to Support Children’s Access to Content Implements instructional strategies aligned with universal design for learning to provide multiple means of representing information to ensure all children can access and participate in meaningful, challenging learning experiences.</p> <p>5.10 Instructional Strategies to Promote Understanding Uses instructional strategies aligned with universal design for learning to support children’s ability to actively process and apply new information.</p> <p>5.11 Instructional Strategies to Help Children Express Themselves and Navigate the Learning Environment Implements instructional strategies that align with universal design for learning that provide multiple means for children to navigate the learning environment and express what they know.</p> <p>5.12 Instructional Strategies to Support Children’s Executive Function Implements instructional strategies that align with universal design for learning to support children’s executive function throughout learning experiences.</p>

NAEYC Standards and Competencies	CBK Competency
<p>Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</p>	<p>Competency Area 5: Curriculum and Teaching</p>
<p>5a. Understand content knowledge— the central concepts, methods and tools of inquiry, and structure— and resources for the academic disciplines in an early childhood curriculum</p>	<p>1.2 Knowledge of Academic Content and Pedagogy Understands how children develop competence in each of the academic content areas. This includes an understanding of the core concepts and the learning trajectories (goals, progressions, and strategies and practices) of each discipline.</p>
<p>5b. Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area</p>	<p>1.2 Knowledge of Academic Content and Pedagogy Understands how children develop competence in each of the academic content areas. This includes an understanding of the core concepts and the learning trajectories (goals, progressions, and strategies and practices) of each discipline</p>
<p>5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge</p>	<p>7.4 Ongoing Professional Learning Engages in ongoing professional learning to improve the quality of their practice. 7.4a Staying Current Keeps current with the science of child development and learning, and with research on instructional and other practices; expands and updates their content knowledge in each of the subject-area disciplines, their knowledge of curriculum content resources, and their knowledge of teaching strategies specific to each discipline.</p>

NAEYC Standards and Competencies	CBK Competency
<p>Standard 6: Professionalism as an Early Childhood Educator</p>	<p>Competency Area 7: Professional Engagement</p>
<p>6a. Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession</p>	<p>7.5 Professional Community and Contributions Contributes to their program and to the field.</p> <p>7.5b Engaging with Professional Networks and Communities Joins and participates in professional networks and communities that broaden their base of support, facilitate professional growth, and support advocacy.</p> <p>7.5c Being an Advocate Builds knowledge, stays updated, and takes action to support the workforce and high-quality early childhood education for all children; uses their experience and knowledge to inform and influence others about issues concerning the needs of young children and families, including the importance of playful learning.</p> <p>7.5f Leadership Uses leadership opportunities to advance the field.</p>
<p>6b. Know about and uphold ethical and other early childhood professional guidelines</p>	<p>7.1 Professional Responsibility Takes care of their well-being and fulfills professional and ethical responsibilities and requirements.</p> <p>7.1b Ethics and Responsibilities Upholds ethical responsibilities and adheres to professional guidelines accepted by the field including those from National Association for the Education of Young Children (NAEYC) and the Division for Exceptional Children (DEC).</p>

NAEYC Standards and Competencies	CBK Competency
<p>6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues</p>	<p>7.2 Reflection, Social Awareness, and Relationships Is reflective, socially aware, and demonstrates cultural competence with colleagues, families, and other professionals.</p> <p>7.3 Professional Relationships and Communication Uses effective communication skills, including technology-mediated strategies to collaborate with colleagues and families.</p>
<p>6d. Engage in continuous, collaborative learning to inform practice</p>	<p>7.4 Ongoing Professional Learning Engages in ongoing professional learning to improve the quality of their practice</p>
<p>6e. Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession</p>	<p>Core Process: Reflective Practice and the Cycle of Inquiry</p>

ALIGNMENT WITH

CDA Competency Standards and Functional Areas

CDA Competency Goal	CDA Functional Areas	CBK Competencies
<p>CDA Competency Goal I: To establish and maintain a safe, healthy learning environment</p>	<p>1. Safe 2. Healthy 3. Learning Environment</p>	<p>6. Health, Safety, and Nutrition The early childhood educator maintains and promotes children’s physical and mental health, safety, and well-being.</p> <p>6.1 Expectations and Requirements Fulfills expectations outlined by the applicable regulatory agencies and meets training requirements in topics essential to children’s health, safety, and nutrition.</p> <p>6.2 Protecting and Promoting Healthy Development and Well-being Implements actions and practices to prevent injury, illness, and emergencies, and that promote the physical and mental safety, development, and well-being of the young children in their care.</p> <p>4 Environment and Curriculum: Managing Physical Space, Time, and Resources</p> <p>4.1 Schedules Develops and implements schedules that are predictable, responsive to children’s needs, and promote cooperation, social interaction, and learning.</p> <p>4.2 Routines and Transitions Effectively guides children through routines and transitions, including those for arrival and departure.</p> <p>4.3 Physical Space Arranges physical space and materials to maximize safety and accessibility, and to promote learning, reflection, self-management, and social interaction.</p>

CDA Competency Goal	CDA Functional Areas	CBK Competencies
<p>CDA Competency Goal II: To advance physical and intellectual competence</p>	<p>4. Physical 5. Cognitive 6. Communication 7. Creative</p>	<p>Competency Area 1: Child Development and Learning in Context</p> <p>1.5 Promoting Cognitive Development Implements practices that promote children’s cognitive development.</p> <p>1.6 Promoting Language Development Creates a language-rich environment and implements practices that support children’s language development.</p> <p>1.8 Promoting Physical Development Includes activities that involve the arts, physical education, and play to enhance motor development and sensory development.</p> <p>1.12 Promoting Cognitive Processes and Learning Dispositions Implements practices that promote the cognitive processes, like attention, memory, perception, language, and cognitive flexibility and reasoning needed for children to learn and develop positive approaches to learning.</p>
<p>CDA Competency Goal III: To support social and emotional development and to provide positive guidance</p>	<p>8. Self 9. Social 10. Guidance</p>	<p>4.6 Positive Relationships Builds genuine, positive relationships with every child and provide a consistent, nurturing, and responsive care to all children.</p> <p>4.10a Social Identity Supports children to develop a positive social identity.</p> <p>4.9 Social-Emotional Learning and Community Building Uses social emotional-learning strategies and instruction to build community, help children interact and develop friendships, play and learn productively, and foster positive mindsets for learning.</p> <p>4.8 Supporting Positive Behavior Uses positive guidance and behavior management strategies that are appropriate for the age, development, and characteristics of the children, promote cooperation and social interaction, and that mitigate challenging behavior.</p>

CDA Competency Goal	CDA Functional Areas	CBK Competencies
<p>CDA Competency Goal IV: To establish positive and productive relationships with families</p>	<p>11. Families</p>	<p>2.1 Relationships with Families Initiates and sustains positive, reciprocal relationships with families.</p> <p>2.2 Collaboration and Support Collaborates with and supports families to promote children’s development and learning.</p>
<p>CDA Competency Goal V: To ensure a well-run, purposeful program that is responsive to participant needs</p>	<p>12. Program management</p>	<p>1.4 Cycle of Assessment, Planning, Implementation, and Evaluation Applies the cycle of assessment, planning, implementation, and evaluation to create inclusive learning environments, and to provide multi-tiered teaching to meet the unique needs of each child.</p> <p>6.1e Record-Keeping Maintains child, staff, and program records in accordance with the requirements of applicable regulatory and supervisory agencies, and uses data to inform decisions related to health, safety, and nutrition.</p> <p>7.3 Professional Relationships and Communication Uses effective communication skills, including technology-mediated strategies, to collaborate with colleagues and families.</p>

CDA Competency Goal	CDA Functional Areas	CBK Competencies
<p>CDA Competency Goal VI: To maintain a commitment to professionalism</p>	<p>13. Professionalism</p>	<p>7. Professional Engagement Fulfills professional responsibilities, contributes productively to relationships with families, colleagues, and the field, and commits to continuous practice improvement.</p> <p>1.3 Informed Decision-Making Makes informed data-based decisions to ensure all children can access the learning environment and learning experiences, can participate fully, and receive the support they need to meet learning and development outcomes.</p> <p>7.4a Staying Current Keeps current with the science of child development and learning, and with research on instructional and other practices; expands and updates their content knowledge in each of the subject-area disciplines, their knowledge of curriculum content resources, and their knowledge of teaching strategies specific to each discipline.</p> <p>7.4b Identifying Learning Needs and Plans for Professional Learning Uses the NYS Core Knowledge and Competencies for Early Childhood Educators and other standards to self-assess, reflect on practice, consider areas of strength and areas for further growth, set goals to improve practice, make plans to participate in professional learning to achieve goals, and evaluate progress.</p> <p>7.4c Participation in Professional Learning Engages in high-quality, targeted professional learning opportunities to improve practice.</p>

ALIGNMENT WITH

OCFS Division of Child Care Services Required Training Topic Areas

Required Training Topic Area	CBK Competencies
<p>(1) Principles of childhood development, focusing on the developmental stages of the age groups for which the program provides care</p> <p>(10) Adverse childhood experiences, focused on understanding trauma and on nurturing resiliency</p>	<p>Competency Area 1: Child Development and Learning in Context</p> <p>1.1 Knowledge of Child Development Understands how children develop across domains from birth through age 8 and the practices and strategies that promote children’s development.</p> <p>1.13 Supporting the Development of Children Facing Chronic Stress, Adversity and Trauma Implements trauma-informed approaches that support children experiencing chronic stress, adversity and/or trauma, and to support the holistic well-being of all children.</p>
<p>(2) Nutrition and health needs of infants and children</p> <p>(3) Child day care program development</p> <p>(4) Safety and security procedures</p> <p>(6) Child abuse and maltreatment identification and prevention</p> <p>(7) Statutes and regulations pertaining to child day care</p> <p>(8) Statutes and regulations pertaining to child abuse and maltreatment</p> <p>(9) Education and information on the identification, diagnosis and prevention of shaken baby syndrome</p>	<p>Competency Area 6: Health, Safety, and Nutrition</p> <p>6.1 Expectations and Requirements Fulfills expectations outlined by the applicable regulatory agencies and meets training requirements in topics essential to children’s health, safety, and nutrition.</p> <p>6.2 Protecting and Promoting Healthy Development and Well-being Implements actions and practices to prevent injury, illness, and emergencies, and that promote the physical and mental safety, development, and well-being of the young children in their care.</p>
<p>(5) Business record maintenance and management</p>	<p>Competency Area 7: Professional Engagement</p>

ALIGNMENT WITH

New York State Teaching Standards

Standard	Elements	CBK Competencies
<p>I. Knowledge of Students and Student Learning</p>	<p>1.1 Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students</p> <p>1.2 Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.</p> <p>1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.</p>	<p>Competency Area 1: Child Development and Learning in Context</p> <p>1.1 Knowledge of Child Development Understands how children develop across domains from birth through age 8 and the practices and strategies that promote children’s development.</p> <p>1.2 Knowledge of Academic Content and Pedagogy Understands the core concepts of each academic content area, the learning trajectories (goals, progressions, and strategies and practices) and how children develop competence in each of the content areas.</p> <p>1.3 Informed Decision-Making Makes informed data-based decisions to ensure all children can access the learning environment and learning experiences, can participate fully, and receive the support they need to meet learning and development outcomes.</p> <p>1.4 Cycle of Assessment, Planning, Implementation, and Evaluation Applies the cycle of assessment, planning, implementation, and evaluation to create inclusive learning environments, and to provide multi-tiered teaching to meet the unique needs of each child.</p>

Standard	Elements	CBK Competencies
I. (continued)	<p>I.5 Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.</p> <p>I.6 Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.</p> <p>I.7 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.</p>	<p>3.2 Family Involvement in Assessment Promotes family involvement in the assessment process and works as a team with families to gather information using multiple developmentally appropriate tools to identify children's strengths, needs, interests, and preferences across all developmental domains.</p> <p>3.2a Multiple Influences on the Child To conduct accurate assessment, considers how multiple influences from the child's immediate and other natural environments (e.g., home, school), as well as the influences of as well as relatives, friends, neighbors, communities, and culture may directly or indirectly affect child development.</p> <p>1.2e Technology Understands the progression of young children's learning related to building or creating technology, emergent technology skills, the core concepts like computational thinking, and teaching strategies of the discipline to promote children's learning about technology.</p>

Standard	Elements	CBK Competencies
<p>II: Knowledge of Content and Instructional Planning</p> <p>Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</p>	<p>II.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).</p> <p>II.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.</p> <p>I.3 Teachers use a broad range of instructional strategies to make subject matter accessible.</p>	<p>1.2 Knowledge of Academic Content and Pedagogy Understands how children develop competence in each of the academic content areas. This includes an understanding of the core concepts and the learning trajectories (goals, progressions, and strategies and practices) of each discipline.</p> <p>5.9 Supporting Children’s Access to Content Implements instructional strategies aligned with universal design for learning to provide multiple means of representing information to ensure all children can access and participate in meaningful, challenging learning experiences.</p> <p>5.10 Promoting Understanding Use instructional strategies aligned with universal design for learning to support children’s ability to actively process and apply new information.</p>
<p>II. (continued)</p>	<p>II.4 Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.</p> <p>II.5 Teachers design relevant instruction that connects students’ prior understanding and experiences to new knowledge.</p>	<p>1.2 Knowledge of Academic Content and Pedagogy Understands how children develop competence in each of the academic content areas. This includes an understanding of the core concepts and the learning trajectories (goals, progressions, and strategies and practices) of each discipline.</p> <p>5.10a Accessing Prior Knowledge and Providing Essential Information Anchors learning experiences by using strategies that activate children’s prior knowledge, or when necessary, provides pre-requisite information to scaffold comprehension of new information.</p>

Standard	Elements	CBK Competencies
II. (continued)	<p>II.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.</p>	<p>5.7d Selecting Appropriate Instructional Resources and Materials Relies on a strong set of developmentally, culturally, and linguistically appropriate curriculum materials.</p> <p>5.7e Integrating Additional Instructional Resources Integrates additional resources as needed to maximize engagement and help individual children and groups of children meet learning goals.</p>
<p>III. Instructional Practice</p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>	<p>III.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.</p> <p>III.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.</p>	<p>5.8 Instructional Strategies that Support Motivation and Engagement Implements instructional strategies aligned with universal design for learning that support children’s motivation and sustain engagement.</p> <p>5.10c Promoting Attention to Salient Information Provides explicit cues and prompts and highlights patterns, important features, big ideas, and relationships to help children attend to what is critical when building comprehension of new information.</p>
III. (continued)	<p>III.3 Teachers set high expectations and create challenging learning experiences for students.</p> <p>III.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.</p>	<p>5.6 Planning and Designing Learning Experiences Plans learning experiences that deepen and extend children’s knowledge, understanding, and skills.</p> <p>5.7 Materials and Resources Intentionally uses instructional materials, resources, and technology to enhance development, learning, and positive approaches to learning.</p> <p>5.8 Instructional Strategies that Support Motivation and Engagement Implements instructional strategies aligned with universal design for learning that support children’s motivation and sustain engagement.</p>

Standard	Elements	CBK Competencies
III. (continued)	<p>III.5 Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.</p>	<p>5.6g Cross-Disciplinary Skills Plans learning experiences that emphasize cross-disciplinary skills and have real-world context.</p> <p>5.6h Encouraging Social Interaction, Teamwork, and Collaboration Plans learning experiences, tasks, and activities that encourage social interaction, teamwork, and collaboration.</p>
III. (continued)	<p>III.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs</p>	<p>3. Observation and Assessment Uses observation, documentation, and assessment to monitor children’s development and learning and to support planning and decision-making.</p>
<p>IV. Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</p>	<p>IV.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.</p>	<p>4.6 Positive Relationships Builds genuine, positive relationships with every child and provides consistent, nurturing, and responsive care to all children.</p> <p>4.7 Respectful and Affirming Climate Create affirming learning environments where all children are seen and valued, experience belonging, and that reflect, include, and sustain children’s cultural and linguistic backgrounds.</p>

Standard	Elements	CBK Competencies
IV. (continued)	<p>IV.2 Teachers create an intellectually challenging and stimulating learning environment.</p> <p>IV.3 Teachers manage the learning environment for the effective operation of the classroom.</p> <p>IV.4 Teachers manage the learning environment for the effective operation of the classroom.</p> <p>IV.4 Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.</p>	<p>4.1 Schedules Creates and implements a schedule that helps the group feel safe, experience a sense of predictability and calm, and that reflects children’s right to fresh air, physical activity, rest, and nourishment.</p> <p>4.2 Routines and Transitions Guides children through routines and transitions, including those for arrival and departure that are short, meaningful, consistent, effective, encourage cooperation, and are individualized when needed.</p> <p>4.3 Physical Space Arranges physical space and materials to maximize safety and accessibility, and to promote learning, reflection, self-management, and social interaction.</p> <p>4.8 Supporting Positive Behavior Uses positive guidance and behavior management strategies that are appropriate for the age, development, and characteristics of the children, promote cooperation and social interaction, and that mitigate challenging behavior.</p> <p>4.9 Social-Emotional Learning Uses social-emotional learning strategies and instruction to build community, help children interact and develop friendships, play and learn productively, and foster positive mindsets for learning.</p> <p>4.4 Use of Technology Uses technology in the early learning environment in developmentally appropriate ways that enhance teaching to support children’s development and learning.</p>

Standard	Elements	CBK Competencies
<p>V: Assessment for Student Learning</p> <p>Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</p>	<p>V.1 Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.</p> <p>V.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.</p> <p>V.3 Teachers communicate information about various components of the assessment system.</p> <p>V.4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.</p> <p>V.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.</p>	<p>3.4 Assessment for Planning and Progress Monitoring Uses assessment to plan curriculum and teaching, to continuously understand and measure children’s development, and to make decisions about how to enhance the quality of the learning environment and adjust teaching and caregiving practice.</p> <p>3.4b Holistic Approach to Progress Monitoring Uses a comprehensive approach to progress monitoring to ensure an accurate picture of the whole child, including the interdependent factors that might affect development. To implement holistic progress monitoring, uses qualitative and quantitative measurement strategies to gain a complete picture of the child and the effectiveness of their teaching.</p> <p>3.5 Sharing Assessment Information Practices responsible sharing of assessment information throughout the assessment process and during more formal meetings like conferences, transition meetings, or IFSP/IEP meetings.</p> <p>3.4 Assessment for Planning and Progress Monitoring Uses assessment to plan curriculum and teaching, to continuously understand and measure children’s development, and to make decisions about how to enhance the quality of the learning environment and adjust teaching and caregiving practice.</p>

Standard	Elements	CBK Competencies
<p>VI: Professional Responsibilities and Collaboration</p> <p>Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</p>	<p>VI.1 Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities.</p>	<p>7.1b Ethics and Responsibilities Upholds ethical responsibilities and adheres to professional guidelines accepted by the field including those from National Association for the Education of Young Children (NAEYC) and the Division for Exceptional Children (DEC).</p> <p>7.1c Regulatory and Organizational Requirements and Expectations Implements and adheres to legislative, administrative, and organizational requirements that positively contribute to children’s development and learning.</p>
<p>VI. (continued)</p>	<p>VI.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.</p> <p>VI.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.</p>	<p>7.4d Collaborating with colleagues and improving practice Engages in collaborative discussion, asks for and receives feedback, and actively participates in learning with colleagues to improve practice.</p> <p>7.4e Applying professional learning to improve child outcomes Makes changes in practice that will improve child outcomes based on new knowledge or skills gained through professional learning.</p> <p>2.2 Collaboration and Support Collaborates with and supports families to promote children’s development and learning.</p>

Standard	Elements	CBK Competencies
VI. (continued)	<p>VI.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.</p> <p>VI.5 Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.</p>	<p>7.1c Regulatory and Organizational Requirements and Expectations Implements and adheres to legislative, administrative, and organizational requirements that positively contribute to children's development and learning.</p> <p>7.1c Regulatory and Organizational Requirements and Expectations Implements and adheres to legislative, administrative, and organizational requirements that positively contribute to children's development and learning. Examples from CBK below:</p> <ul style="list-style-type: none"> • Adheres to relevant New York State and New York City regulatory licensing, certification, and training requirements, as well as the requirements of their program, organization, or funders (if applicable) • Obeys laws related to child abuse, the rights of children with disabilities, and school attendance • Upholds standards of confidentiality, sensitivity, and respect for children, families, and colleagues
<p>VII: Professional Growth</p> <p>Teachers set informed goals and strive for continuous professional growth.</p>	<p>VII.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.</p> <p>VII.2 Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.</p>	<p>Core Process: Reflective Practice and the Cycle of Inquiry</p> <p>7.4 Ongoing Professional Learning Engages in ongoing professional learning to improve the quality of their practice.</p> <p>7.4b Identifying Learning needs and Plans for Professional Learning Use the NYS Core Knowledge and Competencies for Early Childhood Educators and other standards to self-assess, reflect on practice, consider areas of strength and areas for further growth, set goals to improve practice, make plans to participate in professional learning to achieve goals, and evaluate progress.</p>

Standard	Elements	CBK Competencies
VII. (continued)	<p>VII.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.</p> <p>VII.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.</p>	<p>7.4d Collaborating with colleagues and improving practice Engages in collaborative discussion, asks for and receives feedback, and actively participates in learning with colleagues to improve practice.</p> <p>7.4a Staying Current Keeps current with the science of child development and learning, and with research on instructional and other practices; expands and updates their content knowledge in each of the subject-area disciplines, their knowledge of curriculum content resources, and their knowledge of teaching strategies specific to each discipline.</p>

ALIGNMENT WITH

Division of Early Childhood Recommended Practices

Practice Topics	CBK Competencies
Assessment	Observation and Assessment
Environment	Learning Environment: Managing Physical Space, Time, and Resources
Family	Family and Community Engagement
Instruction	Curriculum and Teaching
Interaction	Learning Environment: Social-Emotional Climate
Teaming and Collaboration	Professional Engagement
Transitions	Family and Community Engagement

ALIGNMENT WITH

Interstate New Teachers Assessment and Support Consortium (InTASC)

InTASC Standard	CBK Competencies
<p>Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences</p>	<p>Competency Area 1: Child Development and Learning in Context Early childhood educators are knowledgeable about individual children, child development, learning, and the learning process. 2.2 Collaboration and Support</p>
<p>Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Core Process: Reflective Practice and the Cycle of Inquiry 1.9 Promoting the Development and Learning of Emergent Multilingual Learners 1.11 Supporting the Development of Children Facing Chronic Stress, Adversity and Trauma 3.1 Observation 5.10a Accessing Prior Knowledge and Providing Essential Information</p>
<p>Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>Competency Area 4: Learning Environment Early childhood educators use their knowledge of individual children and an understanding of child development and learning to create healthy learning environments and design effective, engaging learning experiences.</p>

InTASC Standard	CBK Competencies
<p>Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Competency Area 1: Child Development and Learning in Context 1.2 Knowledge of Academic Content and Pedagogy</p>
<p>Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Competency Area 1: Child Development and Learning in Context Promoting the Development of Early Academic Knowledge and Skills</p>
<p>Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>Competency Area 3: Observation and Assessment The early childhood educator uses observation, documentation, and assessment to monitor children’s development and learning and to support planning and decision-making.</p>
<p>Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Competency Area 5: Curriculum and Teaching The early childhood educator uses their knowledge of individual children and an understanding of child development and learning to create healthy learning environments and design effective, engaging learning experiences.</p>

InTASC Standard	CBK Competencies
<p>Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Competency Area 5: Curriculum and Teaching 5.9 Instructional Strategies that Support Children’s Access to Content 5.10 Instructional Strategies to Promote Understanding</p>
<p>Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Competency Area 7: Professional Engagement 7.1 Professional Responsibility 7.1b Ethics and Responsibilities 7.4 Ongoing Professional Learning</p>
<p>Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Competency Area 7: Professional Engagement 6.5 Professional Community and Contributions Early childhood educators contribute to their program and to the field. 2.2 Collaboration and Support Collaborates with and supports families to promote children’s development and learning.</p>

ALIGNMENT WITH

National Board for Professional Teaching Standards (NBPTS)

NBPTS Standard	CBK Competencies
<p>Proposition 1: Teachers are committed to students and their learning.</p>	<p>Competency Area 1: Child Development and Learning in Context Early childhood educators are knowledgeable about individual children, child development, learning, and the learning process.</p>
<p>Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.</p>	<p>Core Process: Reflective Practice and the Cycle of Inquiry 1.9 Promoting the Development and Learning of Emergent Multilingual Learners 1.9c Culturally and Linguistically Sustaining Practices 1.11 Supporting the Development of Children Facing Chronic Stress, Adversity and Trauma 3.1 Observation 5.10a Accessing Prior Knowledge and Providing Essential Information</p>
<p>Proposition 3: Teachers are responsible for managing and monitoring student learning.</p>	<p>Competency Area 4: Learning Environment Early childhood educators use their knowledge of individual children and an understanding of child development and learning to create healthy learning environments and design effective, engaging learning experiences.</p>
<p>Proposition 4: Teachers think systematically about their practice and learn from experience.</p>	<p>Competency Area 7: Professional Engagement Early childhood educators fulfill professional responsibilities, contribute productively to relationships with families, colleagues, and the field, and commit to continuous practice improvement.</p>
<p>Proposition 5: Teachers are members of learning communities.</p>	<p>Competency Area 7: Professional Engagement 6.5 Professional Community and Contributions Early childhood educators contribute to their program and to the field.</p>

ALIGNMENT WITH

Zero to Three Competency Domains

Zero to Three Competency Domain	CBK Competencies
<p>1. Early Childhood Development: How development unfolds from conception to age 5 across social, emotional, cognitive, language, physical, and motor development and ways to responsively support it.</p>	<p>Competency Area 1: Child Development and Learning in Context Early childhood educators are knowledgeable about individual children, child development, learning, and the learning process. Early childhood educators use their understanding of the science of child development and learning to implement evidence-based and recommended practices across the domains of development.</p>
<p>2. Family-Centered Practice: Why and how to effectively partner with families to support children’s health and development by building positive, supportive relationships.</p>	<p>Competency Area 2: Family and Community Engagement The early childhood educator works in partnership with families and communities to support children’s development and learning.</p>
<p>3. Relationship-Based Practice: Why relationships are central to supporting the development of children, and how to create responsive and productive relationships with children, families, and other service providers.</p>	<p>Competency Area 2: Family and Community Engagement 2.1 Relationships with Families Early childhood educators initiate and sustain positive, reciprocal relationships with families.</p> <p>Competency Area 3: Observation and Assessment 3.1d Observation Share responsibility for observation with multiple team members, including teaching assistants, related service providers, family and other community child care providers to collect observations across perspectives and settings, limit the influence of cultural norms and bias, build a more accurate picture of a child’s skills and abilities, and ensure trustworthy conclusions are made about a child’s development.</p> <p>Competency Area 4: Learning Environment 4.6 Positive Relationships Early childhood educators build genuine, positive relationships with every child and provide consistent, nurturing, and responsive care to all children.</p>

Zero to Three Competency Domain	CBK Competencies
<p>4. Health and Development Risk and Protective Factors: How and why multiple factors—including community, economic, political, and cultural influences—support or impede healthy development and the quality of relationships; and ways to work with families to identify strengths and use them as resources to reinforce protective factors, help manage challenges, and reduce risks.</p>	<p>Competency Area 1: Child Development and Learning in Context Practices to Support Child Development and Learning</p> <p>1.11 Supporting the Development of Children Facing Chronic Stress, Adversity and Trauma Early childhood educators implement trauma-informed approaches that support children experiencing chronic stress, adversity and/or trauma, and to support the holistic well-being of all children.</p> <p>Competency Area 6: Health, Safety, and Nutrition Early childhood educators maintain and promote children’s physical and mental health, safety, and well-being.</p>
<p>5. Cultural and Linguistic Responsiveness: How culture and language have profound effects on child and family development, ways to raise awareness of our own assumptions about cultural attitudes and values, and strategies to integrate culturally and linguistically responsive methods.</p>	<p>1.9 Promoting the Development and Learning of Emergent Multilingual Learners Early childhood educators support emergent multilingual learners to develop home languages and proficiency in English.</p> <p>1.9c Culturally and Linguistically Sustaining Practices Implements culturally and linguistically sustaining practices to promote continuity between children’s home environment and the environment of the classroom or group, and to foster children’s sense of belonging, social connectedness, and emotional attachment.</p>

Zero to Three Competency Domain	CBK Competencies
<p>6. Leadership to Meet Family Needs and Improve Services and Systems: Why and how to exercise leadership in advocacy, policy, and sharing knowledge and resources with families, colleagues, and the general public to promote optimal outcomes for expectant parents, young children, and their families and caregivers.</p>	<p>Competency Area 7: Professional Engagement 7.5 Professional Community and Contributions Contributes to their program and to the field. 7.5b Engaging with professional networks and communities Joins and participates in professional networks and communities that broaden their base of support, facilitate professional growth, and support advocacy. 7.5c Being an Advocate Builds knowledge, stays updated, and takes action to support the workforce and high-quality early childhood education for all children; uses their experience and knowledge to inform and influence others about issues concerning the needs of young children and families, including the importance of playful learning.</p>
<p>7. Professional and Ethical Practices: Why and how to follow and apply high-quality practices consistent with ethical and legal standards, behaviors, requirements, and obligations; and improving practices based on evidence, emerging knowledge, and promising approaches.</p>	<p>Competency Area 7: Professional Engagement Early childhood educators fulfill professional responsibilities, contribute productively to relationships with families, colleagues, and the field, and commit to continuous practice improvement. 7.1 Professional Responsibility Takes care of their well-being and fulfills professional and ethical responsibilities and requirements. 7.1b Ethics and Responsibilities Upholds ethical responsibilities and adheres to professional guidelines accepted by the field including those from National Association for the Education of Young Children (NAEYC) and the Division for Exceptional Children (DEC).</p>
<p>8. Service Planning, Coordination, and Collaboration: Why effective and responsive service provision requires planning, including a coordinated effort with other sectors and service providers; and how to take a strength- and relationship-based approach in partnerships</p>	<p>Competency Area 2: Family and Community Engagement 2.2e Continuity of Services and Transitions Builds partnerships with other community programs and schools to support continuity of services and transitions.</p>

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History

The first edition of the **Core Body of Knowledge**, then titled **The New York State Early Care and Education Core Body of Knowledge Framework**, was published in 1997 by the Career Development Initiative of New York State, a public-private partnership between the New York State Child Care Coordinating Council and the New York State Council on Children and Families. The initiative's Consistent Standards Committee led the writing for the original document and for a revision published in 2001.

To allow early care and learning professionals to accurately reference each competency and to better align professional development to city and state requirements, the New York Early Childhood Professional Development adapted the second edition in 2009, adding alphanumeric codes as unique identifiers for each competency. In 2010, in collaboration with the New York State Early Childhood Advisory Council's workforce development working group, the Institute embarked on a more thorough revision of the **Core Body of Knowledge**, with the goal of outlining a comprehensive set of competencies as a major component of a statewide professional development system. The third edition of the **Core Body of Knowledge** was published in 2012.

This fourth edition of the **Core Body of Knowledge** was developed in 2024 to complement and be compatible with the National Association for the Education of Young Children's Professional Standards and Competencies for Early Childhood Educators, along with current research and other state and national standards that align with our best understanding of learning and development in early childhood.

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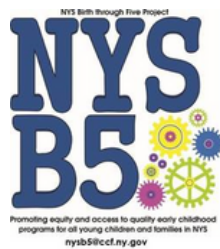
Contributors

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