



Domain 1: Promoting Child Development and Learning

This document is an excerpt from: [The Connecticut Core Knowledge and Competency Framework for Professionals Working with Young Children and Their Families](#)

Connecticut Office of Early Childhood, 2016

1. PROMOTING CHILD DEVELOPMENT AND LEARNING

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

Category: 1.A.2. Fostering Healthy Relationships

Category: 1.B.1. Environmental Influences

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

Category: 1.B.3. Meeting Individual Needs

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

Shared Core competencies across early childhood roles.

SC LEVEL 1

- Knows and recognizes the major developmental milestones of children birth to age five (RI) (NAEYC).
- Understands that children's development includes several interrelated domains – physical, cognitive/ language, social, and emotional – that influence each other and develop simultaneously (RI) (NAEYC) (CT ELDS).
- Knows and understands how children develop self-regulation and acquire coping skills (NY) (CSEFEL) (CT ELDS).
- Understands that each child's development typically proceeds in a predictable and recognizable sequence (RI) (CT ELDS) with variations due to distinct personality, inherited traits, and unique temperament, allowing children to develop at their own pace (NAEYC) (SS H&S).
- Recognizes that development is influenced by biology, individual characteristics, family, community, and culture (CA).
- Understands current research regarding the importance of early experiences on the development of the brain (NAEYC).

SC LEVEL 2

- Uses knowledge of major milestones of child development and supports individualized growth and development (I-ECMH) (NAT H&S) (CT ELDS).
- Applies knowledge of child development in order to provide developmentally appropriate and engaging experiences and interactions (NAEYC).
- Uses knowledge of influencing factors on development to address differing needs (I-ECMH) (CEC).

SC = Shared Core

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

Levels

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

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

TC LEVEL 3

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

What could this look like in practice?

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

TC = Teacher and Caregiver

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

TC LEVEL 4

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

What could this look like in practice?

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

Practice examples are a sample of many possible examples.

CATEGORY: 1.A.2. FOSTERING HEALTHY RELATIONSHIPS

Shared Core competencies across early childhood roles.

SC LEVEL 1

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

SC LEVEL 2

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

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

TC LEVEL 3

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

What could this look like in practice?

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

TC LEVEL 4

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

What could this look like in practice?

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

CATEGORY: 1.B.1. ENVIRONMENTAL INFLUENCES

Shared Core competencies across early childhood roles.

SC LEVEL 1

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

SC LEVEL 2

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



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

TC LEVEL 3

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

What could this look like in practice?

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

TC LEVEL 4

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

What could this look like in practice?

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

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

Shared Core competencies across early childhood roles.

SC LEVEL 1

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

SC LEVEL 2

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

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

TC LEVEL 3

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

What could this look like in practice?

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

TC LEVEL 4

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

What could this look like in practice?

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

CATEGORY: 1.B.3. MEETING INDIVIDUAL NEEDS

Shared Core competencies across early childhood roles.

SC LEVEL 1

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

SC LEVEL 2

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



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

TC LEVEL 3

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

What could this look like in practice?

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

TC LEVEL 4

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

What could this look like in practice?

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

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

1. Promoting Child Development and Learning

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


EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

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

1. Promoting Child Development and Learning

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

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



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

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

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

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

CEC – Council for Exceptional Children

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

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

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

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

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

CT AIMH – Connecticut Association for Infant Mental Health

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

EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

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

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

Source: Inventory of Practices for Promoting Social Emotional Competence.

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

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

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

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

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

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

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

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

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

Source: Connecticut Office of Early Childhood (OEC).

