2. USING DEVELOPMENTALLY EFFECTIVE APPROACHES FOR FACILITATING EXPERIENCES

Category: 2.A.1. Essential Dispositions

Category: 2.A.2. Interactions and Experiences

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

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

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

CATEGORY: 2.A.1. ESSENTIAL DISPOSITIONS

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Understands strategies for positive child behavior supports (CT ELDS) (CSEFEL).

b. Recognizes children's need to adapt to new situations (CT ELDS).

c. Understands how children develop thinking skills (CT ELDS).

SC LEVEL 2

a. Uses appropriate strategies to support positive behavior (NAEYC 4) (CSEFEL).

b. Fosters the ability to adapt to new situations (NAEYC 4) (CSEFEL).

c. Uses a framework to plan engaging experiences that foster critical thinking (NAEYC 4) (CSEFEL).

d. Fosters problem-solving and creative-thinking skills through available environment and communication strategies (NAEYC 4) (CSEFEL).

e. Encourages positive interactions with the environment and with others (peers, family, and children) to support collaborative learning (NAEYC 4) (CSEFEL).

SC = Shared Core

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

Levels

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

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

TC LEVEL 3

a. Understands positive relationships and supportive interactions as the foundation of their work with children (NAEYC 4a) (CSEFEL).

b. Analyzes children's specific needs and tailors his/her strategy to help children develop creative thinking and problem-solving (CT ELDS).

c. Engages children in situations/experiences where reflection is required.

What could this look like in practice?

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

TC = Teacher and Caregiver

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

TC LEVEL 4

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

What could this look like in practice?

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

Practice examples are a sample of many possible examples.

CATEGORY: 2.A.2. INTERACTIONS AND EXPERIENCES

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Recognizes that respectful and supportive interactions among children, families, and practitioner promote positive relationships (NAEYC) (HS/EHS RBC) (CSEFEL).

b. Recognizes that children's communication attempts include verbal and nonverbal cues.

c. Understands the importance of developing trusting relationships with children so they feel safe, secure, and valued (CT AIMH, Level 1) (CSEFEL).

d. Understands that positive relationships with children and families are a foundation for healthy development and learning (NAEYC) (CSEFEL).

e. Understands that learning is facilitated through adult-child interactions.

SC LEVEL 2

a. Establishes individual relationships with each child through one-on-one interactions, individualized observations, and conversations with family members (HS/EHS RBC) (CSEFEL).

b. Responds or encourages adults to respond to children's initiations and requests, including the nonverbal cues.

c. Demonstrates and facilitates developmentally appropriate interactions between and among children and adults.

d. Promotes positive, pro-social relationships and healthy attachments (VT) (CSEFEL).

e. Can assist in the resolution of interpersonal and social conflicts (VT) (CSEFEL).

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

TC LEVEL 3

a. Models positive relationships and respectful and supportive interactions among children and families (NAEYC) (CSEFEL).

b. Encourages children to develop independence by providing physical and emotional security and opportunities for children to master new skills, experience success, and safely take risks (VT) (CSEFEL).

What could this look like in practice?

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

TC LEVEL 4

a. Mentors with others, positive relationships and respectful and supportive interactions among children, families, teachers, and other professionals (NAEYC) (CSEFEL).

b. Analyzes own relationships and interactions with children, families, and teachers, and implements strategies to continuously improve relationships (NAEYC) (CSEFEL).

What could this look like in practice?

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

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

Shared Core competencies across early childhood roles.

SC LEVEL 1	SC LEVEL 2
a. Understands the purpose of the Connecticut Early Learning Development Standards and/or other early learning standards (CT ELDS). b. Understands the importance of incorporating family, culture, home language, and community factors when planning experiences (NAEYC) (CEC). c. Understands the impact of risk factors and its effect on children's learning and development (CSEFEL).	a. Able to articulate to colleagues and families the process of planned program implementation, including: observation, documentation, assessment, interpretation, designing experiences, and strategies for facilitation. b. Designs experiences with consideration of individual needs, developmental and learning standards, family context, culture and community factors, and home language (DEC INS2). c. Uses learning standards and objectives to guide ongoing facilitation, observation, and assessments of children's development (NAEYC).

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

TC LEVEL 3

a. Embeds instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities (DEC INS5).

b. Understands content areas (language and literacy, mathematics, science, social studies, the arts, health and physical education, and technology) to support children's excitement about learning and to foster growth in each content area (CT ELDS).

What could this look like in practice?

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

TC LEVEL 4

a. Uses a continuum of intervention strategies to support access of young children in the general curriculum and daily routines (CEC S5.6).

b. Applies information from related fields, such as health, mental health, etc. to develop a holistic approach to facilitating experiences (RI).

c. Understands how to use digital and interactive technologies for supporting specific learning goals (InTASC 5l).

What could this look like in practice?

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

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

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Recognizes that play-based experiences are foundational to fostering learning in all domains (NAEYC) (NE).

b. Recognizes that developmentally appropriate practice should meet the needs of each and every child.

c. Knows a variety of facilitation approaches (NAEYC 4).

SC LEVEL 2

a. Designs or carries out play-based experiences that are based on children's natural curiosity in order to deepen their knowledge and sustain active engagement with materials and ideas (CT ELDS) (NY).

b. Utilizes engaging and thought-provoking conversations with children and families to facilitate learning (NAEYC 4).

c. Selects various approaches (individual, peer-to-peer, small group, adult guided, child initiated, large group, etc.) with the intent to meet the needs of the child and is able to model or suggest such approaches with families (CSEFEL).

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

TC LEVEL 3

a. Uses a broad repertoire of developmentally appropriate teaching/learning approaches (NAEYC 4c).

b. Implements developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction (CEC S5.9).

What could this look like in practice?

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

TC LEVEL 4

a. Makes adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds (CEC S5.13).

b. Understands critical thinking processes and knows how to help learners develop high-level questioning skills to promote their independent learning (InTASC 5m).

What could this look like in practice?

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

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

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Shows genuine interest in children's experiences, ideas, and work, and focuses experiences on children's interests (NY) (NAEYC).

b. Recognizes and responds to children's needs and interests including verbal and nonverbal cues (NAEYC) (CSEFEL).

c. Recognizes that children need time to grasp concepts or practice skills and learn in many ways (CT ELDS).

d. Values that each child has unique characteristics including progression of their developmental levels, learning styles, temperament, and interests (NAEYC) (CT ELDS).

e. Understands that children's learning can be impacted by short- and long-term risk factors such as poverty, illness, changes in family structure, their own motivation, trauma, interest level, etc. (CSEFEL).

SC LEVEL 2

a. Provides opportunities and experiences to support multiple ways children learn (NAEYC) (CT ELDS).

b. Responds consistently to individual needs (NAEYC).

c. Uses responses to questions as a means to reinforce or expand upon concepts.

d. Anticipates emerging skills and plans experiences to build and extend knowledge and skills over time.

e. Pays close attention to the level of support necessary, without overestimating, and acknowledges even small amounts of progress (CT ELDS).

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

TC LEVEL 3

a. With the family, identifies each child's strengths, preferences, and interests to engage children in active learning (DEC INS1).

b. Involves families and communities in their children's development and learning (NAEYC 2c).

What could this look like in practice?

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

TC LEVEL 4

a. Collaborates with a multidisciplinary team and participates as appropriate in the development of Individual Family Service Plans (IFSP) and Individual Education Plans (IEP) that incorporate effective practices and focus on families' priorities and concerns, as well as children's development and interests (CEC 7).

b. Understands the relationship between motivation and engagement, and knows how to design learning experiences using strategies that build learner self-direction and ownership for learning (InTASC 3i).

What could this look like in practice?

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

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

2. Using Developmentally Effective Approaches For Facilitating Experiences

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

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

2. Using Developmentally Effective Approaches For Facilitating Experiences

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

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
2.B.3.SC 1												
a.	X										NY	
b.	X					X						
c.												X
d.	X											X
e.						X						
2.B.3.SC 2												
a.	X											X
b.	X											
c.												
d.												
e.												X
2.B.3.TC 3												
a.			INS1									
b.	2c											
2.B.3.TC 4												
a.		7										
b.				3i								

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

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

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

CEC – Council for Exceptional Children

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

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

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

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

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

CT AIMH – Connecticut Association for Infant Mental Health

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

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

Source: Inventory of Practices for Promoting Social Emotional Competence.

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

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

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

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

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

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

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

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

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

Source: Connecticut Office of Early Childhood (OEC).