3. BUILDING A MEANINGFUL PLANNED PROGRAM OF LEARNING AND DEVELOPMENT

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

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

Category: 3.A.3. Domains of Learning

Category: 3.B.1. Developmentally Appropriate Environment

Category: 3.B.2. Interactions with Materials

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

Category: 3.B.4. Families and Communities

CATEGORY: 3.A.1 BUILDING A PLANNED PROGRAM

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Knows the domains of child development and the essential content relevant to the early childhood role in which the individual is engaged.

b. Understands the components of building a quality planned program as appropriate for the role and setting (CT ELDS).

c. Understands that resources (books, website resources, and commercially prepared curricula or models) vary in quality, and that high-quality resources reflect the knowledge and principles of early childhood development and learning.

d. Understands the importance of engaging families in the process of building meaningful plans (HS/EHS RBC) (CSEFEL).

SC LEVEL 2

a. Plans program for and/or with children and families that reflects basic knowledge and skills in the essential content relevant to specific roles.

b. Integrates best practice resources to supplement content knowledge (NAEYC).

c. Can explain how learning standards/goals are used as part of building a planned program that meets individual needs (NAEYC) (CT ELDS).

SC = Shared Core

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

Levels

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

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

TC LEVEL 3

a. Understands content knowledge and resources in academic disciplines (NAEYC 5a).

b. Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b) and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for all children, including those with exceptionalities (CEC 3.1).

c. Understands and uses the *CT Supporting All Children Using the CT ELDS: Building Meaningful Curriculum* guidance document.

What could this look like in practice?

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

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

b. Builds and analyzes curriculum through the lens of family, culture, and community factors, and children's interests and abilities.

What could this look like in practice?

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

Practice examples are a sample of many possible examples.

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

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Knows how language and communication skills develop sequentially and are informed by children's experiences (RI).

b. Understands that Dual Language Learners must have opportunities to progress in their home language as they are learning English (RI) (CT ELDS).

c. Recognizes that a rich vocabulary provides a strong foundation for later literacy.

d. Communicates in ways that respect family culture by acknowledging special words, names, routines, etc. (NH) (NY).

SC LEVEL 2

a. Engages in meaningful contextual and intentional experiences designed to enhance language development and communication (RI) (NY).

b. Ensures that Dual Language Learners have opportunities to progress in their home language as they are learning English (RI) (CT ELDS).

c. Engages in meaningful and extended conversation with individual children and families as appropriate and routinely.

d. Provides linguistically and culturally appropriate materials.

e. Models communication by using culturally appropriate phrases in the family's first language and intently listens to children's expressive language.

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

TC LEVEL 3

a. Works with children and their families, using community resources as needed, to maintain the child's home language.

b. Understands the basic components of language (phonology, receptive vocabulary, oral or expressive language, pragmatics, and syntax) and the impact of dual language learning on the development of these components (*CT Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners*).

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

What could this look like in practice?

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

TC LEVEL 4

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

What could this look like in practice?

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

CATEGORY: 3.A.3. DOMAINS OF LEARNING

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Recognizes that the Domains of Learning are an extension of child development domains.

b. Understands that just as child development domains are interrelated, the Domains of Learning are also interrelated.

c. Understands the learning progressions and definitions in each of the Domains of Learning as outlined in the CT ELDS (CT ELDS).

d. Understands that development within each domain is sequential and is informed by children's experiences (RI).

SC LEVEL 2

a. Can describe to families and others as appropriate how the Domains of Learning relate to child development domains.

b. Plans and implements meaningful and intentional experiences designed to support what young children should know, understand, and be able to do in each of the Domains of Learning, as appropriate (RI) (CT ELDS).

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

TC LEVEL 3

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

What could this look like in practice?

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

TC LEVEL 4

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

What could this look like in practice?

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

CATEGORY: 3.B.1. DEVELOPMENTALLY APPROPRIATE ENVIRONMENT

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Values the inclusion of all children (NY) (CT ELDS).

b. Understands and values access to learning in the natural environment (DEC E1).

c. Regularly uses strategies and helps others to maintain awareness of children within the setting.

d. Understands and creates or supports the design of an environment (home, center, other) – using the space, the materials, and the routine – that encourages play, exploration, and learning for all children (VT).

e. Understands that the use of adult proximity to the child within the environment is a facilitation strategy.

f. Recognizes that children need personal space for their belongings to cultivate a sense of responsibility and security.

g. Recognizes when the environment may need modifications to meet the needs of children and families (DEC E3) (CSEFEL).

SC LEVEL 2

a. Supports the creation of environments that value the inclusion of all children (NY) (CT ELDS).

b. Prepares and guides caregiver and/or children as appropriate in their engagement in and use of the indoor and outdoor environment, equipment, materials, and experiences.

c. Applies knowledge about children's learning and development to create healthy, respectful, supportive, and challenging learning environments.

d. Suggests adaptations to the environment to accommodate children with special needs, consulting with service providers as needed (CSEFEL).

e. Uses observational information from a variety of sources when proposing modifications to the environment to meet the needs of children and families and to meet any health, safety, or regulatory requirements (DEC A6) (CT AIMH, Level 1) (CSEFEL).

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

TC LEVEL 3

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

b. Creates environments that provide opportunities for movement and regular physical activity to maintain and enhance fitness, wellness, and development across domains (DEC E6) (CSEFEL).

What could this look like in practice?

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

TC LEVEL 4

a. Knows the impact of social and physical environments on development and learning (CEC K2.1) (CSEFEL).

b. Structures social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, siblings, parents, and teachers/caregivers (CEC S2.4) (CSEFEL).

What could this look like in practice?

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

CATEGORY: 3.B.2. INTERACTIONS WITH MATERIALS

Shared Core competencies across early childhood roles.

SC LEVEL 1	SC LEVEL 2
a. Understands that children learn through interaction with materials as they explore, problem-solve, and discover (CT ELDS). b. Understands how to choose materials that demonstrate acceptance of and reflect all children's gender, family, race, culture, and special needs (NY). c. Considers children's interests in the choice of toys and materials for the environment. d. Utilizes knowledge of child development and individual children to select materials (CT ELDS).	a. Uses appropriately chosen materials to support and challenge children's learning progress (CT ELDS). b. Uses appropriate technology (computers, digital, and video) to support children's learning goals. c. Selects and rotates materials intentionally to reflect children's interests, learning styles, and stages of development (NY). d. Uses open-ended materials that encourage problem-solving and creativity, and challenge children to construct knowledge in various domains (CT ELDS).

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

TC LEVEL 3

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

What could this look like in practice?

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

TC LEVEL 4

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

What could this look like in practice?

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

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

Shared Core competencies across early childhood roles.

SC LEVEL 1	SC LEVEL 2
a. Understands that daily routines are a useful structure to facilitate experiences (CT ELDS). b. Recognizes that daily routines can promote healthy separation and transitions as opportunities for learning. c. Understands the importance of a daily schedule that provides balance between active and quiet, child-directed and adult-directed, individual and group (where appropriate), and indoor and outdoor activities.	a. Uses daily routines within the environment to implement planned program. b. Uses routine activities (diapering, dressing, etc.) and daily transition times to support planned goals (VT). c. Designs or informs the structure of daily routines that are flexible and responsive to the needs and interests of the child and/or group. d. Supports families to maintain a daily schedule that provides balance between active and quiet, child-directed and adult-directed, individual and group (where appropriate), and indoor and outdoor activities.

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

TC LEVEL 3

a. Observes the environment and makes adjustments to routines to support positive behaviors (CSEFEL).

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

What could this look like in practice?

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

TC LEVEL 4

a. Designs or informs the creation of environments that are culturally, ethnically, racially, and linguistically diverse (VT).

b. Understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs (InTASC 7j).

What could this look like in practice?

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

CATEGORY: 3.B.4. FAMILIES AND COMMUNITIES

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Understands that families need to be partners in the creation and/or implementation of a planned program (CT ELDS).

b. Recognizes the family context as rich with information to use in developing a planned program (CT ELDS).

SC LEVEL 2

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

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

TC LEVEL 3

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

(Socioeconomic conditions; family structures, relationships, stresses, and supports; home language; cultural values; ethnicity; etc. – NAECY 2a).

What could this look like in practice?

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

TC LEVEL 4

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

What could this look like in practice?

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

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

3. Building a Meaningful Planned Program of Learning and Development

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

3. Building a Meaningful Planned Program of Learning and Development

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

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

3. Building a Meaningful Planned Program of Learning and Development

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
3.B.1.TC 4												
a.		K2.1				X						
b.		S2.4				X						
3.B.2.SC 1												
a.												X
b.											NY	
c.												
d.												X
3.B.2.SC 2												
a.												X
b.												
c.											NY	
d.												X
3.B.2.TC 3												
a.	1a											X
3.B.2.TC 4												
a.		S2.1	E5									
3.B.3.SC 1												
a.												X
b.												
c.												
3.B.3.SC 2												
a.												
b.											VT	
c.												
d.												
3.B.3.TC 3												
a.												X
b.	4c					X						
3.B.3.TC 4												
a.											VT	
b.				7j								

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

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).