7. PRACTICING PROFESSIONALISM AND ADVOCACY

Category: 7.A.1. Identifying Self as a Professional

Category: 7.A.2. Commitment to Continued Professional Development

Category: 7.A.3. Ethical Standards and Professional Guidelines

Category: 7.A.4. Advocating for Children, Families, and the Profession

Category: 7.B.1. Diversity and Cultural Competence

CATEGORY: 7.A.1. IDENTIFYING SELF AS A PROFESSIONAL

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Enrolls as a member in the Connecticut Professional Development Registry, if required.

b. Knows various national, state, regional, and local early childhood and/or special education professional organizations, as well as entities pertaining to your role.

c. Understands that there is a connection between the core knowledge framework and regulations, policies, professional standards, and best practices (RI).

d. Understands that professionals are open to the ever-evolving field based upon current research and issues, as well as advances in the field (RI).

SC LEVEL 2

a. Maintains active membership in the Connecticut Professional Development Registry, if required.

b. Engages with relevant national, state, regional, and local early childhood and/or special education professional organizations, as well as entities pertaining to your role.

c. Applies understanding of the connection between the core knowledge framework and regulations, policies, and professional standards when deciding on best practices.

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. Identifies and involves oneself with the early childhood field (NAEYC 6a).

What could this look like in practice?

- Actively seeks collaborative opportunities with professionals across related disciplines to holistically inform practice.

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. Researches and integrates new information on current issues and advances in child development, behavior, and relationship-focused practice (CT AIMH-E, Level 1).

What could this look like in practice?

- Participates in groups or organizations engaged in research, policy-making, and/or leadership (RI).

Practice examples are a sample of many possible examples.

CATEGORY: 7.A.2. COMMITMENT TO CONTINUED PROFESSIONAL DEVELOPMENT

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Knows about and understands the use of the core knowledge and competency framework as a tool to reflect on professional practice in order to think about future professional development needs.

b. Selects areas for professional and/or personal development and participates in appropriate learning activities offered by professional organizations (RI) (CTAIMH-E, Level 1).

SC LEVEL 2

a. Engages in continuous, collaborative learning to inform practice (ME).

b. Engages in an annual self-evaluation process and uses information to develop an individualized professional development plan.

c. Maintains credentials and/or appropriate licensure as needed.

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

TC LEVEL 3

a. Engages in continuous, collaborative learning to inform practice (NAEYC 6c).

What could this look like in practice?

- Demonstrates the ability to be self-reflective and integrate new knowledge into practice (HS/EHS RBC 9).

TC LEVEL 4

a. Engages in reflective supervision to gain new insights and knowledge about relationships with families (HS/EHS RBC 9).

b. Integrates knowledge based on reflection and critical perspectives on early education (NAEYC 6d).

What could this look like in practice?

- Seeks peers and/or supervisors to share perspectives and experiences for the purpose of deepening understanding and taking action for more effective practice.

CATEGORY: 7.A.3. ETHICAL STANDARDS AND PROFESSIONAL GUIDELINES

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Understands a code of ethical conduct and procedures related to the care and learning of all young children.

b. Upholds standards of confidentiality, sensitivity, and respect for children, families, and colleagues (NY) (RI).

c. Knows about requirements regarding their role, such as attendance, mandated reporting, professional development requirements, health and safety certifications, etc.

SC LEVEL 2

a. Identifies unethical practices (RI); poses no emotional or physical harm to children.

b. Implements ethical practices and adheres to professional guidelines established by the early childhood profession and role-specific guidelines (RI).

c. Complies with any requirements such as attendance, mandated reporting, professional development requirements, health and safety certifications, etc.

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 upholds ethical standards and other professional guidelines (NAEYC 6b).

What could this look like in practice?

- Uses professional ethical principles and professional practice standards to inform practice (CEC 6.1) associated with the profession, such as the NAEYC Code of Ethical Conduct and Statement of Commitment.

TC LEVEL 4

a. Serves as a resource and actively mentors others in the field on ways to uphold ethical and professional guidelines.

What could this look like in practice?

- Initiates new staff, as appropriate, to the profession using the ethical guidelines of the profession as a foundation for practice.

CATEGORY: 7.A.4. ADVOCATING FOR CHILDREN, FAMILIES, AND THE PROFESSION

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Recognizes that national, state, and local policies and legislation affect children and families.

b. Respects the rights of all children, including those with special needs.

SC LEVEL 2

a. Seeks out resources and supports to assist in meeting the needs of all children and families.

b. Supports advocacy efforts at state and community levels on behalf of young children, their families, and early childhood professionals and systems within which they exist (I-ECMH).

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

TC LEVEL 3

a. Engages in informed advocacy for children and the profession (NAEYC 6e).

What could this look like in practice?

- As appropriate;
  - testifies in public hearings on critical early childhood issues.
  - writes about early childhood issues (social media, news articles, position statements, etc.).

TC LEVEL 4

a. Engages in activities such as advocacy and mentoring (CEC 6.5).

What could this look like in practice?

- Joins advocacy efforts, such as the status of working conditions, for those who serve infants and young children and their families (CEC K6.4). An example would be the Worthy Wage Campaign, etc.

CATEGORY: 7.B.1. DIVERSITY AND CULTURAL COMPETENCE

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Understands and respects differences in family structures and compositions, languages, child-rearing practices, beliefs, and cultural backgrounds.

b. Recognizes diversity as an asset.

c. Is aware of the impact of social systems, policies, practices, and programs on multicultural populations (NASW Standards and Indicators for Cultural Competency).

SC LEVEL 2

a. Considers own personal biases and how they influence perspectives and their interactions with all children and families.

b. Seeks opportunities to expand knowledge of differing beliefs and values of all families.

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

TC LEVEL 3

a. Able to describe how culture (beliefs, values, attitudes, and experiences) shapes relationships and behaviors in important and meaningful ways (I-ECMH)

What could this look like in practice?

- Demonstrates respectful interest in learning about each family's values, beliefs, faith traditions, cultural influences, family structures, and circumstances (HS/EHS RBC 2).

TC LEVEL 4

a. Routinely self-assesses beliefs and actions associated with promoting cultural diversity, cultural competency, and inclusionary practices for children with special needs and diverse populations.

What could this look like in practice?

- Utilizes self-assessment tools such as the Self-Assessment Checklist for Personnel Providing Services and Supports to Children with Disabilities and Special Health Needs and their Families (Tawara D. Goode, Georgetown University Center for Child and Human Development).

7. Practicing Professionalism and Advocacy

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
7.A.1.SC 1												
a.												
b.												
c.											RI	
d.											RI	
7.A.1.SC 2												
a.												
b.												
c.												
7.A.1.TC 3												
a.	6a											
7.A.1.TC 4												
a.					1							
7.A.2.SC 1												
a.												
b.					1						RI	
7.A.2.SC 2												
a.											ME	
b.												
c.												
7.A.2.TC 3												
a.	6c							9				
7.A.2.TC 4												
a.								9				
b.	6d											
7.A.3.SC.1												
a.												
b.											NY, RI	
c.												

7. Practicing Professionalism and Advocacy

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
7.A.3.SC.2												
a.											RI	
b.											RI	
c.												
7.A.3.TC 3												
a.	6b	6.1										
7.A.3.TC 4												
a.												
7.A.4.SC 1												
a.												
b.												
7.A.4.SC 2												
a.												
b.					8							
7.A.4.TC 3												
a.	6e											
7.A.4.TC 4												
a.		6.5										
7.B.1.SC 1												
a.												
b.												
c.									X			
7.B.1.SC 2												
a.												
b.												
7.B.1.TC 3												
a.							3	2				
7.B.1.TC 4												
a.												

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).