



RI EARLY LEARNING  
**WORKFORCE**  
KNOWLEDGE & COMPETENCIES

**FOR EARLY CHILDHOOD TEACHERS & EARLY INTERVENTION/  
EARLY CHILDHOOD SPECIAL EDUCATORS**

*Who Work with Children Age Birth Through 5 and their Families*

THE RHODE ISLAND WORKFORCE KNOWLEDGE AND COMPETENCIES FOR EARLY CHILDHOOD AND EI/ECSE EDUCATORS ARTICULATE THE ESSENTIAL SKILLS AND KNOWLEDGE FOR EDUCATORS WHO WORK WITH YOUNG CHILDREN BY DEFINING WHAT THEY NEED TO KNOW, UNDERSTAND, AND BE ABLE TO DO TO PROMOTE YOUNG CHILDREN'S HEALTHY DEVELOPMENT AND LEARNING.





# TABLE OF CONTENTS

WELCOME .....	2
RATIONALE AND PURPOSE .....	2
ORGANIZATION .....	3
BACKGROUND, HISTORY AND PROCESS .....	5
DOMAINS AT A GLANCE .....	6
THE TEACHER CAREER PATHWAY .....	7
DEVELOPING A FRAMEWORK TO GUIDE AND ASSESS SKILL AND KNOWLEDGE PROGRESSION .....	8
<b>Domains</b>	
APPENDIX A: Acknowledgements .....	49
APPENDIX B: Glossary of Terms .....	50
APPENDIX C: Additional Resources .....	53



Domain 1: Physical and Mental Health, Safety, and Wellness..... 9



Domain 2: Family Engagement..... 13



Domain 3: Development and Learning..... 19



Domain 4: Curriculum..... 23



Domain 5: Child Assessment..... 37



Domain 6: Professionalism..... 43



# WELCOME

Welcome to the first published edition of the Rhode Island Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Education (EI/ECSE) educators. This document is intended for teachers and EI/ECSE educators who work with children ages birth through 5 and with their families<sup>1</sup>. The Rhode Island Workforce Knowledge and Competencies for Early Childhood and EI/ECSE Educators articulate the essential skills and knowledge for educators who work with young children by defining what they need to know, understand, and be able to do to promote young children's healthy development and learning. They are designed for many purposes including, but not limited to: 1) supporting an educator's individual professional development efforts, 2) helping program administrators articulate educator job expectations and design evaluation processes for staff and 3) guiding higher education and professional development providers on the creation of curricula for college courses and educator training offered in the community. This publication is designed to be a practical and living document that will be revised as research further illuminates what teachers must know and be able to do. We hope that you find it useful and that you will contribute to the ongoing refinement of core knowledge and competencies for early childhood educators in our state.



<sup>1</sup> We recognize that the field defines early childhood as birth to age eight. However, this document is articulating competencies for early childhood educators working with children from birth to age five.  
<sup>2</sup> For a comprehensive explanation of research related to this, please see: Whitebook, M. (2003) Early education quality: Higher teacher qualifications for better learning environments—A review of the literature. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley.  
<sup>3</sup> Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications Issue 2 / Revised December 2004. W. Steven Barnett, National Institute for Early Education Research.

# RATIONALE AND PURPOSE

Research shows that high-quality early childhood education produces substantial long-term educational, social, and economic benefits with the largest benefits for children occurring when teachers are professionally prepared, implementing the practices and strategies they have learned, and adequately compensated<sup>2</sup>. Furthermore, the knowledge and skills required of an effective early childhood educator have increased as science has revealed more about the capabilities of young children, how they learn best, and the importance of early learning for later school success<sup>3</sup>. Therefore it is essential that a core component of Rhode Island's efforts to build a high quality early learning system is a highly qualified workforce with access to a high quality professional development system.

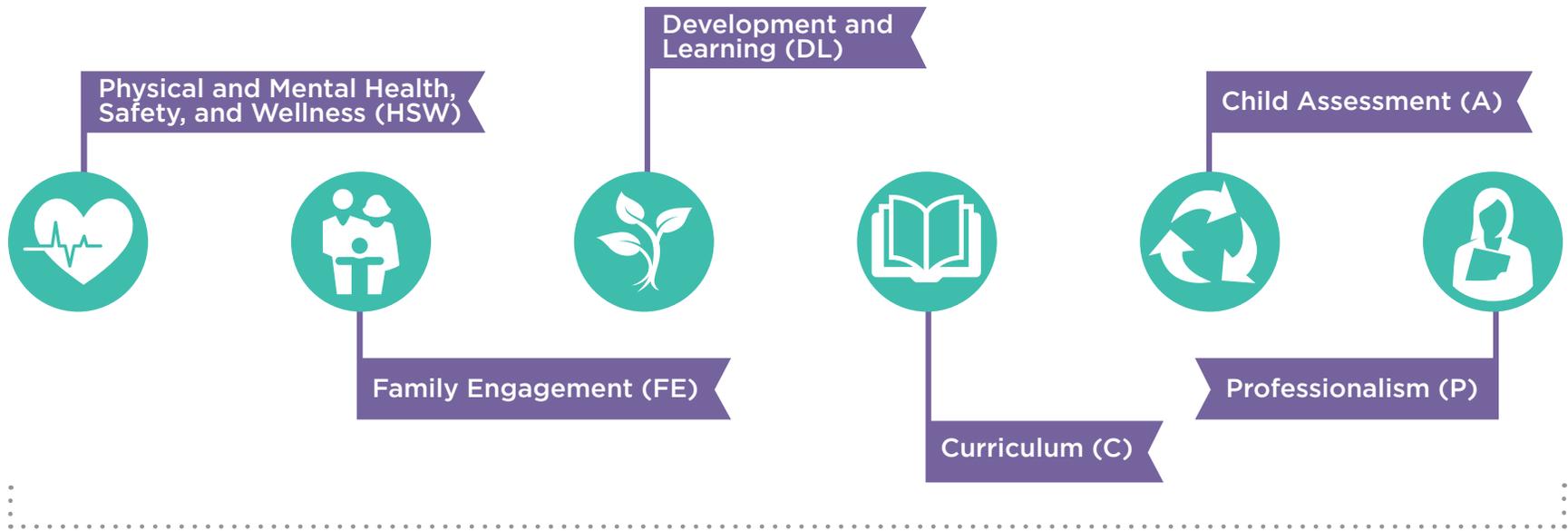
At the foundation of this system is the knowledge base of theory and research that underlies practice, often referred to as core knowledge and competencies. Over 30 states have published core knowledge and competencies as a foundation of their professional development systems. Rhode Island's early education leaders recognize that our workforce must have access to a professional development system designed to build competencies that are linked to improved child outcomes.

The Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators are intended to be used by a variety of stakeholders. They will:

- be used by Rhode Island's early education leaders as a framework for developing a state-wide professional development system;
- help teachers and teacher assistants focus on critical areas of professional development and recognize their own areas of exceptional skill and expertise.
- help teachers and teacher assistants with the creation and implementation of their own individual professional development plans.
- help program administrators articulate job expectations for teachers and teacher assistants including developing performance-based job descriptions and designing evaluation processes.
- guide higher education and professional development providers with the creation of curricula for college courses and professional development opportunities offered in the community.
- help families identify best practices and select high-quality programming for their children.
- serve as a tool for advocates and policy makers to develop initiatives, communications, and allocate funding based on what best supports early childhood professionals.

# ORGANIZATION

Rhode Island's knowledge and competencies for teachers and EI/ECSE are organized into six domains; each is important to the profession. Each domain has a number of sub-headings. Although the domains are presented individually, all domains are intrinsically interrelated and interdependent. The competencies are worded so they can be measured or demonstrated. These domains include:



Domains are represented by this series of icons

Each of the six domains contains several skill levels that progress from the beginning practitioner to the more advanced skills and knowledge possessed by a master teacher. This progression is organized into four levels that reflect the increasing complexity of what the individual should know and be able to do at each corresponding level. Level 1 includes the most basic requirements, while Level 4 includes the most advanced. The core competency levels are also cumulative for each category; someone working at a Level 3 in any given competency area is presumed to possess the knowledge and competencies identified at all previous levels. **For more on the framework used to determine the placement of competencies, see page 8.**

Level 3 contains additional Early Intervention/Early Childhood Special Educator (EI/ECSE) competencies. Early Intervention Educators and Preschool Special Educators are expected to have the knowledge and competencies identified for Level 1, 2, 3 and EI/ECSE in that area. The symbol ***EI/ECSE*** and accompanying *italic text* within Level 3 indicate EI/ECSE competencies in the document.

# ORGANIZATION CONTINUED

## Additional Organizing Frameworks

Though Rhode Island developed its own framework to guide competency development (for more information see page 8), the team drew upon the following additional frameworks:

- **2010 National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs:** To ensure that the competencies would be aligned with the NAEYC standards used by institutes for higher education to design early childhood teacher preparation programs, the teacher core knowledge and competencies for Level 3 (generally teachers with a Bachelor's degree) were intentionally aligned with the 2010 National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs. The NAEYC standards are used to inform requirements for: credentialing early childhood teachers, accreditation of programs, state approval of early childhood teacher education programs, and articulation agreements between various professional development programs. Therefore, it is important that Rhode Island's workforce knowledge and core competencies for early childhood teachers align appropriately with the NAEYC standards. This alignment is cross-referenced in the document by the symbol: **naeyc**. Whenever you see this symbol next to a competency area, it means that that competency area aligns with the NAEYC standards.
- While they were not used as an organizing framework, the **Rhode Island Professional Teaching Standards** are cross-referenced through the teacher core knowledge and competencies by the symbol **RIPTS**. Whenever you see this symbol next to a competency area, it means that that competency area aligns with the cited standards in the Rhode Island Professional Teaching Standards.



## The Teacher Career Pathway

The indicators in the core knowledge and competencies were aligned with expectations of teachers at the corresponding levels of formal education, experience, professional development, and professional activities articulated in the four levels of the **career pathway**.

For the purposes of this document, “teacher” is defined as an individual primarily responsible for planning and implementing the educational program in an early childhood classroom. Educators progress from one level to another through a combination of formal study, experience, and professional development. Level 1 corresponds with Rhode Island's initial benchmark for teachers. Minimum qualifications for EI/ECSE educators can be found in Level 3 of the pathway. **The teacher career pathway can be found on page 7.**

# BACKGROUND, HISTORY AND PROCESS

In 2001-2002 there was a comprehensive, grass-roots effort, with broad representation from all areas of early childhood and youth development (YD) that created the June 2003 draft version of Rhode Island's core competencies. In the fall of 2007, a committee was brought together by the R.I. Department of Human Services/Childspan to revise the June 2003 draft in light of changes in the field such as new trends, new regulations, and ongoing development of state initiatives, e.g., the 2002 Rhode Island Early Learning Standards (RIELS), BrightStars, and NAEYC Developmental Appropriate Practice (DAP) guidelines. The committee composition was recommended by DHS and was comprised of representatives from major stakeholders such as the R.I. Department of Education (RIDE), higher education, the R.I. Department of Children, Youth and Families (DCYF), the R.I. Department of Health (DOH), ECE providers including Center-based and Family Child Care, BrightStars, and representatives from the Afterschool and Youth Development field.

This group began that work by making several significant design changes including:

- Separating out knowledge and competencies for center-based, family child care, and school age workforces.
- Separating out knowledge and competencies for teachers, teacher assistants, education coordinators, and administrators.
- Shifting the teacher knowledge and competencies levels from six levels to four.
- Creating a theoretical framework to ensure knowledge and competencies are aligned to the resulting framework.

With this new approach, the group developed a four level career pathway for center-based teachers and drafted several domains for center-based teachers including, physical and mental health, safety and wellness; child development and learning; and curriculum. The newly revised competencies were then released to the community, including teachers, directors, and other stakeholders, through public feedback forums to garner public feedback to inform revisions to the document. In 2010, DHS received CCDBG ARRA funding which it allocated to completing the core knowledge and competencies. Under RIDE leadership, a new work group was established in May 2010 and was comprised of state agency leaders, professional development providers, higher education, and early childhood providers (see Appendix A for a list of work group members). This team developed a final draft of the core knowledge and competencies for both teachers and teacher assistants.

In December 2011, Rhode Island was notified that it was one of nine states to win a Race to the Top – Early Learning Challenge Grant. These additional resources allowed Rhode Island to finalize the core knowledge and competencies for teachers and supported the development of an addendum for Early Intervention/Early Childhood Special Education. This finalization process included garnering feedback from local and national experts with the foremost expertise in creating early childhood workforce knowledge and competencies (see Appendix B for a list of local and national experts). The work group incorporated this feedback into the document to produce the final document presented here.

## Early Intervention and Early Childhood Special Education Addendum Development

In October 2012, a small group of stakeholders from throughout RI began working on expanding the core knowledge and competencies for early childhood educators by creating an addendum for Early Intervention/Early Childhood Special Educators, which includes Early Intervention and Preschool Special Educators. Participants included state agency leaders from EOHHS (Part C) and RIDE (Part B 619), professional development providers, higher education, preschool special educators, Early Intervention special educators and administrators from private and public schools, and with facilitation provided by a Senior Program Associate from WestEd/NERRC (see Appendix A for a list of workgroup members.) With the understanding that Early Childhood Special Educators must first have a solid understanding and working knowledge of early childhood education, they set forward to supplement the current competencies with the additional skills and knowledge necessary to promote the healthy development and learning of young children with developmental delays and disabilities.

# DOMAINS AT A GLANCE



## Physical and Mental Health, Safety, and Wellness (HSW)

- HSW 1:** Knowledge of State and Federal Regulations
- HSW 2:** Safety and Emergency Procedures
- HSW 3:** Health
- HSW 4:** Food and Nutrition



## Family Engagement (FE)

- FE 1:** Creating Respectful, Reciprocal Relationships with Families
- FE 2:** Engaging Families in Their Children's Development and Learning
- FE 3:** Utilizing Community Resources to Support Families



## Development and Learning (DL)

- DL 1:** Child Development
- DL 2:** Influences on Development



## Curriculum (C)

- C 1:** Content
- C 2:** Process
- C 3:** Teaching and Facilitating
- C 4:** Context
- C 5:** Building Meaningful Curriculum



## Child Assessment (A)

- A 1:** Knowledge of Early Childhood Assessment
- A 2:** Implementing a Comprehensive Assessment Plan and Conducting Developmentally Appropriate Authentic Assessments
- A 3:** Conducting Formal Assessments
- A 4:** Practicing Responsible Assessment
- A 5:** Gathering Assessment Information from Multiple Sources Using a Variety of Methods
- A 6:** Documenting Assessment Information
- A 7:** Using Assessment Information in Curriculum Planning
- A 8:** Communicating Assessment Information



## Professionalism (P)

- P 1:** Foundations: Identifying and Involving Oneself with the Early Care and Education Profession
- P 2:** Ethical Standards and Professional Guidelines
- P 3:** Valuing Diversity
- P 4:** Advocating for Children, Families, and the Profession
- P 5:** Commitment to Ongoing Professional Development
- P 6:** Fostering Respectful, Collaborative Relationships with Other Professionals

# THE TEACHER CAREER PATHWAY

The career pathway specifies the benchmark that corresponds with the formal education, experience, professional development, and professional activities that correspond with an educator who is at each level. For the purposes of this document, “teacher” is defined as an individual primarily responsible for planning and implementing the educational program. Teachers advance from

one level to the next through a combination of formal education, experience, and professional development as outlined in the table presented below. Formal education requirements for Early Intervention/Early Childhood Special Educators are denoted under the **EI/ECSE** heading.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Formal Education</b>			
12 credit hours in Early Childhood Education (ECE). <b>OR</b> A CDA plus 9 credit hours in Early Childhood Education (ECE).	AA in Early Childhood Education (ECE). <b>OR</b> 24 credits in Early Childhood Education (ECE).	Bachelor’s Degree in addition to or including 30 credits in Early Childhood Education (ECE). <b>OR</b> RI Early Childhood Certification PK-2 (includes Bachelor’s Degree).  <b>EARLY INTERVENTION</b> Master’s Degree in ECE or ECSE <b>OR</b> RI Teacher Certification Relevant <sup>4</sup> to EI (includes Bachelor’s Degree)  <b>ECSE</b> Bachelor’s Degree from an accredited institution/ Completion of an approved program for the preparation of Early Childhood Special Education Teacher <b>AND</b> RI Early Childhood Special Education Certification, Birth - Grade 2 (includes RI Early Childhood Certification PreK- 2)	Master’s Degree in Early Childhood Education <b>OR</b> Bachelor’s Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE)
<b>Experience</b>			
Minimum of 1 year of relevant experience (may include fieldwork or practicum).	Minimum of 1 year of supervised instructional experience <sup>5</sup> .	Minimum of 2 years of supervised instructional experience.	Minimum of 3 years of supervised instructional experience.
<b>Relevant Professional Development/Credentials</b>			
Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies <b>OR</b> Comparable credit hours in Early Childhood Education (ECE)	Individual Professional Development Plan <b>AND</b> Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies <b>OR</b> Comparable credit hours in Early Childhood Education (ECE)	Individual Professional Development Plan <b>AND</b> Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies <b>OR</b> Comparable credit hours in Early Childhood Education (ECE)	Individual Professional Development Plan <b>AND</b> Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies <b>OR</b> Comparable credit hours in Early Childhood Education (ECE) or related field
<b>Professional Activities</b>			
	Membership in professional organization related to Early Childhood Education (ECE).	Membership in professional organization related to Early Childhood Education (ECE) <b>AND</b> Participation in at least one state, regional, or national conference via attendance, planning or presentation <b>OR</b> Participation in community or state initiative related to early childhood	Membership in professional organization related to Early Childhood Education (ECE) <b>OR</b> Participation in community or state initiative related to early childhood <b>AND</b> Participation in at least one state, regional, or national conference via attendance, planning or presentation <b>OR</b> Engagement in both formal and informal mentoring activities

<sup>4</sup> EI Educators may hold the following certifications: Early Childhood, PK-2; Early Childhood Special Education, Birth-Grade 2; Special Education-Visually Impaired, Special Education-Deaf and Hard of Hearing; Special Education-Severe Intellectual Disability

<sup>5</sup> Supervised instructional experience refers to employment as a teacher in a classroom under the supervision of an Education Coordinator/ Head Teacher/or other educational administrator.



# DEVELOPING A FRAMEWORK TO GUIDE AND ASSESS SKILL AND KNOWLEDGE PROGRESSION

Like many core competency documents across the country, Rhode Island’s core knowledge and competencies were designed using a theoretical framework. The work group selected and adapted Bloom’s Taxonomy as a guide for how knowledge and skill should deepen over the levels. Because each educator’s professional development and practice does not always fit into the hierarchical structure of Bloom’s —educators at each level are expected to apply knowledge as the primary instructional leader/caregiver in the classroom— the team revised and expanded its theoretical framework to account for application of skills occurring at each level.

The resulting framework draws upon Lilian Katz’s four levels of professional development: survival, consolidation, renewal, and maturity. The resulting framework, illustrated below, was used to provide a structure for communicating the increasingly sophisticated knowledge and application of knowledge that a teacher exhibits. As the visual below illuminates, the knowledge and competencies become more complex across the levels and the language of those competencies changes to reflect deeper and more critical reflection and practice. An individual teacher may move within and across levels over the course of professional development as she acquires knowledge and skills from a variety of learning experiences, such as training, mentoring, and earning credentials. Each level also takes into account the credentials, experience, and professional involvement of educators in the corresponding level of the career pathway.

## Rhode Island’s Framework for Competency Development

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Actions/Behaviors</b>			
<ul style="list-style-type: none"> <li>› Applies essential knowledge and skills in classroom</li> <li>› Names, recognizes, recalls, and understands static content</li> <li>› Begins to apply context content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>› Applies content knowledge and information in the classroom setting</li> <li>› Develops a personal understanding of content</li> </ul>	<ul style="list-style-type: none"> <li>› Applies content knowledge and information in increasingly nuanced ways</li> <li>› Begins to compare, contrast, and experiment with teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>› Autonomously applies content knowledge in nuanced ways</li> <li>› Critically reflects on knowledge and application, bringing the two together in new combinations</li> <li>› Thinks creatively about own knowledge and application to solve new problems</li> <li>› Advocates for changes in program policies and practices, and in state policies that are not aligned with best practice</li> </ul>





# PHYSICAL AND MENTAL HEALTH, SAFETY, AND WELLNESS

Young children's physical and mental health and safety is vital for fostering competence in all developmental areas. Early childhood educators must have a sound knowledge of state and federal regulations related to safety and health. They must be able to ensure children's safety and be competent in preparing for and handling emergencies. Early childhood educators also must be able to support children's physical and mental health and well-being.

**HSW 1: Compliance with State and Federal Regulations**

**HSW 2: Safety and Emergency Procedures**

**HSW 3: Health**

**HSW 4: Food and Nutrition**





# PHYSICAL AND MENTAL HEALTH, SAFETY, AND WELLNESS

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### HSW 1: Compliance with State and Federal Regulations

- › Understands the purpose of and follows current state and federal regulations including, but not limited to:
  - Child Care Licensing Regulations
  - IDEA
  - ADA
  - RI Regulations Governing the Education of Children with Disabilities
- › Understands the purpose of and follows current state and federal regulations and alerts appropriate individuals when they are not met.
- › **EI/ECSE** Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific health and safety needs of individual children with identified or suspected developmental delays or disabilities in accordance with state and federal regulations.

### HSW 2: Safety and Emergency Procedures

- › Routinely practices emergency plans and drills (e.g. fire, weather-related and lockdown) including safety procedures for children with disabilities.
- › Understands ratio requirements and alerts appropriate individuals/administrators when they are not met.
- › Monitors and maintains safety in all areas, both indoors and outdoors, including condition of equipment and materials, and the identification and removal of potential hazards.
- › Actively supervises children and teaches age appropriate safety precautions and rules to children to ensure safety, both indoors and outdoors.
- › Follows recommended guidelines to prevent Sudden Infant Death Syndrome (SIDS), when caring for infants.
- › Analyzes learning environments regularly to provide a safer learning environment for children.
- › **EI/ECSE** Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any needed adaptations to emergency plans and safety procedures specific to the needs of young children with developmental delays or disabilities.
- › **EI/ECSE** Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific safety concerns for individual children with developmental delays and/or disabilities.
- › Evaluates safety procedures and makes recommendations for program-level change, as necessary.





# PHYSICAL AND MENTAL HEALTH, SAFETY, AND WELLNESS

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### HSW 3: Health

- › Understands program policies and practices regarding children’s health status.
- › Models, supports, and assists children in developing appropriate hygiene practices including hand washing, teeth brushing, and toileting, and follows appropriate diapering practices, when applicable.
- › Communicates with families about program policies and practices regarding health and individual children’s health status.
- › Understands indicators of child maltreatment, follows program policies regarding documentation and notification, and performs responsibly as mandated reporter for child abuse and neglect.
- › Understands the signs and symptoms of common childhood illnesses and notifies appropriate program personnel and/or families as appropriate while ensuring the comfort and care of the child and other children.
- › Recognizes and seeks to understand culturally influenced health practices of children.
- › Follows policies and procedures for infection control and universal precautions.
- › Knows individual children’s allergies and other health needs and monitors compliance with requirements indicated by parents or a medical professional.
- › Establishes an environment where children can sleep without disturbance while being monitored according to regulations.

- › **EI/ECSE** *Understands the biological conditions and environmental factors that affect the health, development and learning of young children with developmental delays or disabilities.*
- › **EI/ECSE** *Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific health needs of individual children with developmental delays and/or disabilities*

- › Examines, evaluates, and applies current theory and research on children’s health.
- › Examines, evaluates, and applies current policy on children’s health.
- › Advocates for program policies and procedures that affect the health status of the children, families, and staff.





# PHYSICAL AND MENTAL HEALTH, SAFETY, AND WELLNESS

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### HSW 4: Food and Nutrition

- › Understands that the nutritional needs of infants, toddlers, and preschoolers are unique to their age and developmental stage.
  - › Maintains appropriate communication with families regarding eating habits and food intake.
  - › Ensures that policies regarding allergies and family food restrictions are followed.
  - › Respectfully communicates with families about food restrictions and special needs.
  - › Respectfully communicates with families regarding family preferences and cultural influences on food and eating habits.
  - › Understands and utilizes developmentally appropriate practices which support healthy eating habits for infants, toddlers, and preschoolers.
  - › Joins children for meals and snacks and models healthy eating habits with infants, toddlers, and preschoolers.
  - › Recognizes potential health hazards in meals (choking, allergies, etc.) and takes steps to avoid them.
  - › Practices safe food handling, follows general sanitation practices, and maintains sanitary environments.
- › Provides families with information about nutrition and food appropriate for children at different ages.
- › Observes children during mealtime to learn about individual eating preferences and uses observations to inform menus, meal schedules, and communication with families.
  - › Recognizes symptoms and behaviors of children that signal possible nutritional need or feeding/eating concerns.
  - › **EI/ECSE** *Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific feeding and nutritional needs of individual children with developmental delays and/or disabilities.*
  - › **EI/ECSE** *Understands and remains sensitive to the needs of young children with developmental delays or disabilities as related to the potential impact of diagnosis, medication and/or dietary intake.*
- › Analyzes, evaluates, and applies current theory and research on nutrition.
  - › Analyzes, evaluates, and applies current policy on nutrition.
  - › Advocates for program policies and procedures that affect the nutritional welfare of children, families, and staff.





# FAMILY ENGAGEMENT

Early childhood teachers understand the roles that family members and others play in the lives of children and the importance of engaging them in their child's education. They understand that children develop within the context of their family and that there are a myriad of family structures and dynamics. They also demonstrate respect for the family's role as the primary educator and advocate for the child and they know how to build relationships with families and utilize community resources to support and strengthen families.

Early childhood teachers respect each family's values, attitudes, and expectations, and honor and celebrate the diversity of languages, customs, and traditions in the family of each child. They create a classroom environment that both conveys this respect and creates opportunities to celebrate diversity among families in their classroom. They nurture the primary relationships between children and those who raise them and maintain an awareness of and willingness to work with all families. They also strive to utilize a range of techniques to communicate effectively with all families, including families that speak a language that is unfamiliar to the teacher or have a different communication style or needs.

Finally, early childhood teachers understand that they must employ a comprehensive approach to family engagement. They do so by creating multiple meaningful opportunities for families to be actively engaged in their children's education, such as: two-way communication to facilitate mutual sharing of relevant information about each child's development and learning, opportunities for families to extend children's learning at home and in the classroom, and creation of a welcoming environment for them to feel connected to their child's program. They also help families of children with special needs obtain information and advocate for special services, and help connect children and their families with community resources.

## FE 1: Creating Respectful, Responsive, Reciprocal Relationships with Families

## FE 2: Engaging Families in Their Children's Development and Learning

## FE 3: Utilizing Community Resources to Support Families





# FAMILY ENGAGEMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### FE 1: Creating Respectful, Responsive, Reciprocal Relationships with Families

#### FE 1a: Family systems **naeyc** 2a

- › Recognizes that positive interactions and relationships within families are critical for the healthy development of children.
- › Is aware of the range of dynamic and complex issues that can affect family systems.
- › Respects and values the varying structures, practices, languages, cultures, and traditions of children’s families.
- › Recognizes and respects the family role as the primary educator, advocate, and “expert” on their own child.
- › Understands how families operate as a system and can be affected by a variety of issues at different levels of the system.
- › Seeks information from families to better understand each family’s strengths, expectations, values, and child-rearing practices.
- › Understands and believes in the capacity of the family to change and supports the change process.
- › Uses understanding of specific characteristics and dynamics of children’s families in the classroom to inform planning and practice.
- › Understands the complexity of issues affecting families and identifies and responds effectively to emerging family issues.
- › *EI/ECSE Demonstrates an understanding that culture may influence a family member’s understanding and response to the child’s developmental delays or disability.*
- › *EI/ECSE Seeks information from families regarding their strengths, expectations, values and child-rearing practices related to their child with a developmental delay or disability.*
- › Analyzes, evaluates, and applies current theory and research related to family systems and developing relationships with families and applies that knowledge to one’s practice.

#### FE 1b: Communication **naeyc** 2b

- › Creates opportunities for two-way communication to build relationships with families based on mutual trust and understanding.
- › Understands the impact of cultural identity on communication styles.
- › Communicates honestly, sensitively, and empathically in a family-friendly and culturally appropriate way.
- › Utilizes a range of techniques to communicate effectively with all families, including families that speak a language that is unfamiliar to the teacher or have a different communication style or needs.
- › Applies understanding of cultural competence to communicate effectively.
- › Reflects on effectiveness of communication techniques and adjusts to achieve a high level of family engagement.
- › *EI/ECSE Demonstrates an understanding that cultural expectations and beliefs about disability or developmental delay may influence communication and collaboration with families.*





# FAMILY ENGAGEMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### FE 1: Creating Respectful, Responsive, Reciprocal Relationships with Families (cont'd)

#### FE 1c: Professional Relationships 2b

- › Understands the characteristics of positive and appropriate relationships with families.
- › Demonstrates and maintains positive and appropriate relationships with families.
- › Builds and maintains effective interpersonal relationships with families by:
  - Respecting and promoting the decision-making authority of families
  - Following the parents' lead
  - Following through consistently on commitments and promises
- › Assesses relationships with individual families and employs creative strategies to maximize engagement with all families.
- › *EI/ECSE Seeks to understand the concerns and priorities of families with young children with developmental delays or disabilities and collaborates with the family in developing strategies to address those concerns.*
- › *EI/ECSE Integrates family engagement strategies, coaching and adult learning principles into developing relationships with families of children with developmental delays and disabilities.*
- › Analyzes, evaluates, and applies current theory and research on developing relationships with families.
- › Serves as a role model and mentor to others on developing positive relationships with families.

### FE 2: Engaging Families in Their Children's Development and Learning

#### FE 2a: Creating Opportunities for Families to be Actively Engaged in Their Child's Education 2c

- › Shares knowledge of general child development with families.
- › Communicates with families regarding children's daily activities, developing skills, and accomplishments.
- › Employs regular and ongoing opportunities to exchange information with families pertinent to their child's learning and development.
- › Utilizes conferences and other formal strategies to exchange information with families in an ongoing way about their child's development and learning.
- › Begins to utilize information from families regarding family strengths, expectations, values, traditions, and child-rearing practices in classroom planning and teaching.
- › Consistently incorporates information from families into many aspects of classroom planning and practice.
- › Evaluates and improves family engagement opportunities on a regular basis to meet the needs of families.
- › Designs and implements strategies for supporting the attachment relationships between family members and their child.
- › Applies creative and effective strategies to engage all families.
- › Serves as a role model and mentor to others on involving families in their child's development and learning.
- › Collaborates with families to support successful transitions to the next setting.





# FAMILY ENGAGEMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### FE 2: Engaging Families in Their Children’s Development and Learning (cont’d)

#### FE 2a: Creating Opportunities for Families to be Actively Engaged in Their Child’s Education **naeyc** 2c (cont’d)

- › Creates and maintains a safe and welcoming environment in the classroom for families, e.g., providing a quiet space for families to nurse, soothe, or comfort a child.
- › Understands that meaningful opportunities for families to engage in children’s learning occur both in the classroom and at home.
- › Provides opportunities for meaningful opportunities for families to engage in children’s learning both in the classroom and at home that build upon families’ strengths, skills, talents, interests, and availability.
- › Provides opportunities for families to engage in children’s learning both in the classroom and at home.
- › Supports families in advocating on behalf of their children.
- › **EI/ECSE** *Respects and empowers families as valuable team members, acknowledging their experiences and concerns regarding their young child with developmental delays or disabilities.*
- › **EI/ECSE** *Supports families of young child with developmental delays or disabilities to establish predictable routines and to embed learning opportunities within those daily routines and environments.*
- › **EI/ECSE** *Share information with families of children with developmental delays or disabilities in a factual, open and sensitive manner while being empathetic to potential impact on the family and while encouraging questions and family perspective.*
- › **EI/ECSE** *Assists families and colleagues in understanding how their child with developmental delays and disabilities can successfully participate and learn in natural and inclusive early childhood environments.*





# FAMILY ENGAGEMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### FE 2: Engaging Families in Their Children’s Development and Learning (cont’d)

#### FE 2b: Working with Families of Children With Special Needs **naeyc** 2c

› Helps families understand the ways in which children benefit from an inclusive classroom environment.

- › Helps families obtain clear and understandable information about their child’s special education and health needs.
- › Helps families to advocate for special services.

› Supports the family’s role in the development of Individual Education Plan (IEPs), Individual Family Service Plans (IFSPs), or other individualized plans.

- › **EI/ECSE** *In collaboration with families and other team members develops dynamic IFSPs and IEPs which acknowledge the individual needs of the child and priorities of the family.*
- › **EI/ECSE** *Collaborate with families of children with developmental delays and disabilities to identify functional goals and instructional strategies aligned with the RIELDS and promoting successful participation in natural and inclusive early childhood environments.*
- › **EI/ECSE** *Informs and includes families in understanding how to select, adapt, and use instructional strategies and materials, according to the strengths, needs, interests and preferences of their young child with developmental delays or disabilities.*
- › **EI/ECSE** *Encourages and teaches families to use assessment and observation practices to monitor strategies and progress towards goals and to inform the instruction of their young child with developmental delays or disabilities.*
- › **EI/ECSE** *In collaboration with families and other team members, reviews IFSP or IEP in response to identified or changing needs of the child, as well as in response to parental or team concern.*
- › **EI/ECSE** *Collaborates and empowers families of young children with developmental delays or disabilities in planning for successful transitions between providers, settings and programs.*

› Collaborates with other service providers to ensure classroom-based comprehensive services to children and families; serves as an advocate for families as required.





# FAMILY ENGAGEMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### FE 3: Utilizing Community Resources to Support Families

#### FE 3a: Knowledge of Community Resources **naeyc** 2b RIPTS Std 7

› Has basic awareness of resources within the program and surrounding community that support child and family development (e.g. early childhood special education, pediatricians, mental health services, health care, adult education, ELL instruction, economic assistance, etc.).

› Builds relationships with representatives from community organizations and social service agencies that provide services to children and their families in the classroom.

› Accesses community resources to enhance ability to communicate and relate effectively with all families in ways that support their structure, culture, language, child-rearing practices, and traditions.

› Seeks advice about, collaborates and communicates with additional community organizations and social service agencies to understand the services that are available to families.

#### FE 3b: Connecting Families with Resources **naeyc** 2b

› Recognizes when families may be in need of support.

› Provides families with information about resources in the community.

› Works in partnership with families to respond appropriately to a range of family needs from informational to crisis intervention.

› Facilitates/supports families in making connections to formal and informal community support services.

› *EI/ECSE Assists families in identifying and connecting with specialized resources that support young children with developmental delays or disabilities.*

› Identifies gaps in services to families, and advocates for needed services and resources.





# DEVELOPMENT AND LEARNING

First and foremost, early childhood teachers must be well grounded in development and developmental milestones. Early childhood teachers recognize that experiences for children in early childhood programs, regardless of the child's age, must include consideration of the child's developmental level, temperament, needs, and learning styles. Development includes several interrelated areas (physical, cognitive, social/emotional) that influence each other and develop simultaneously. Early childhood teachers recognize that the developmental process typically proceeds in predictable steps and in recognized sequences, but also has an awareness and understanding of differences and different abilities in relation to development sequence.

In addition to typical development, teachers must take into account factors that influence development, including 1) each child's unique temperament, learning style, and interests; 2) environmental influences such as culture and ethnicity, home language, family structure, child-rearing practices and traditions, and community characteristics; and 3) short and long-term risk factors such as poverty, illness, changes in family structure, and ability levels including the influence of disabilities and special needs. They also believe that an inclusive environment benefits both children with and without special needs and they embrace an inclusive philosophy, where each child's abilities, skills, and challenges are valued as an individual.

## DL 1: Child Development

## DL 2: Influences on Development and Learning





# DEVELOPMENT AND LEARNING

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### DL 1: Child Development RIPTS Std 3

#### DL 1a: General Knowledge of Domains, Stages, and Milestones 1a and 1c

- › Understands that children’s development includes several inter-related domains (physical, cognitive, social/emotional) that influence each other and develop simultaneously.
- › Recognizes the major developmental milestones of children and understands that although there often is a typical sequence of development and learning, individual differences or circumstances can influence development.
- › Understands that children progress differently within and across each developmental domain.
- › Understands that children learn at differing and varying rates.
- › Uses knowledge of child development and early learning in order to provide developmentally appropriate and engaging experiences and interactions.
- › Comprehends and applies major child development theories in planning experiences and activities with appropriate skills levels and sequencing of skills and understands the interrelationships across developmental domains.
- › Understands research-based theories regarding the importance of relationships and early experiences on the development of the brain.
- › *EI/ECSE Recognizes and supports others in understanding that young children with developmental delays and disabilities may have both areas of typical development and atypical or delayed development across domains.*
- › *EI/ECSE Recognizes and supports others in understanding that young children with developmental delays and disabilities can reach major developmental milestones given appropriate instruction, accommodations and modifications.*
- › *EI/ECSE Acknowledges the wide range of typical development and identifies children that may need instruction that is more specialized.*
- › *EI/ECSE Understands and applies information about specific disabilities, medical conditions, and/or environmental risk factors in the first years of life, including the potential impact on healthy attachment.*
- › Analyzes, evaluates, and applies current theory and research on early learning, child growth and development and applies that knowledge to one’s practice.

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

#### DL 1b: Fostering Healthy Attachment

- › Recognizes the importance and understands the process of attachment with adults as it relates to the continuity of care and the growth and development of children.
- › Observes and assesses the child’s developing attachments to identify landmarks of typical development, behavior, and healthy and secure relationships.
- › Uses knowledge of attachment theory to support children’s healthy attachments with adults, e.g., help them prepare for separation during changes in staffing patterns and prolonged absences.
- › *EI/ECSE Supports the family and school personnel to be confident and competent in meeting any special needs of the child as part of fostering positive relationships.*
- › Advocates for continuity of care within the classroom and program to ensure that children are able to form a relationship with a consistent caregiver.



# DEVELOPMENT AND LEARNING

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### DL 2: Influences on Development and Learning

#### DL 2a: Individual Needs and Differences **naeyc** 1b and 1c

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|--|---|---|---|
| <ul style="list-style-type: none"> <li>› Understands and values that each child has unique characteristics including developmental levels, learning styles, temperament, and interests.</li> <li>› Recognizes children's individual schedules/preferences and uses that knowledge when planning daily routines and interactions, especially when caring for infants and toddlers.</li> </ul> | <ul style="list-style-type: none"> <li>› Understands each child's development, temperament, learning styles, and interests and applies this information to interact with children in ways that recognizes and supports them as unique individuals.</li> </ul> | <ul style="list-style-type: none"> <li>› Applies knowledge of each child's unique development, temperament, learning styles, and interests to adapt environments and experiences for individual children.</li> <li>› <b>EI/ECSE</b> <i>Recognizes and supports others in understanding that just like their peers, young children with developmental delays and disabilities have unique personalities, temperaments, and interests.</i></li> </ul> | <ul style="list-style-type: none"> <li>› Analyzes, evaluates, and applies current theory and research pertaining to children's development, temperament, learning styles, and interests and applies that knowledge to classroom planning and practice.</li> </ul> |
|--|---|---|---|

#### DL 2b: Environmental Influences **naeyc** 1b and 1c

- |  |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>› Recognizes the various ways that environmental factors such as culture and ethnicity, home language, family structure, child-rearing practices and traditions, and community characteristics influence the pre- and post-natal development and learning of children.</li> </ul> | <ul style="list-style-type: none"> <li>› Begins to appropriately integrate knowledge of environmental influences to promote individual children's development.</li> </ul> | <ul style="list-style-type: none"> <li>› Consistently uses knowledge of environmental influences to adapt the classroom and program environments and learning experiences for individual children.</li> </ul> | <ul style="list-style-type: none"> <li>› Analyzes, evaluates, and applies current theory and research related to environmental influences and applies that knowledge to classroom planning and practice.</li> </ul> |
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#### DL 2c: Individual Needs and Differences **naeyc** 1b and 1c

- |   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>› Recognizes that children's development and learning can be impacted by a myriad of short and long-term risk factors such as poverty, illness, changes in family structure, crises within families, etc.</li> </ul> | <ul style="list-style-type: none"> <li>› Applies knowledge of child development to identify and be responsive to the impact of risk factors on child development and early learning.</li> </ul> | <ul style="list-style-type: none"> <li>› Identifies relevant resources and services to address risk factors impacting children, and partners with families to make appropriate referrals where needed.</li> <li>› Applies strategies to support children's capacity to mitigate the impact of potential risk factors in their lives.</li> </ul> | <ul style="list-style-type: none"> <li>› Analyzes, evaluates, and applies current theory and research related to risk factors and applies that knowledge to classroom planning and practice.</li> </ul> |
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# DEVELOPMENT AND LEARNING

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### DL 2: Influences on Development and Learning (cont'd)

#### DL 2d: Identified Special Needs<sup>7</sup> **naeyc** 1b and 1c

- |   |   |   |  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>› Understands that there is a wide range of identified special needs.</li> <li>› Understands that risk factors, developmental delays, or disabilities may indicate a need for early intervention or special education.</li> <li>› Understands that an inclusive environment benefits children with and without special needs.</li> <li>› Understands that there is a process for accessing early intervention and special education services for children with suspected developmental delays, disabilities, or other special needs.</li> <li>› Follows specific requirements for children in their care as outlined in Individual Education Plans (IEPs) and/or Individual Family Service Plans (IFSPs).</li> </ul> | <ul style="list-style-type: none"> <li>› Employs practices that support an inclusive philosophy.</li> <li>› Utilizes the appropriate resources and services for children with special needs.</li> <li>› Begins to apply knowledge about developmental delays and special needs in classroom planning and practice, including making accommodations and adaptations to ensure the successful inclusion of all children in classroom activities and learning opportunities.</li> <li>› Collaborates with others in planning and embedding intentional learning experiences into daily activities, routines, and experiences for individual children with developmental delays or disabilities.</li> </ul> | <ul style="list-style-type: none"> <li>› Demonstrates knowledge of inclusive philosophy and practices and understands the range of development in young children.</li> <li>› Utilizes knowledge about individual children's special needs to consistently make accommodations and adaptations to ensure their optimum participation in natural environments and general education settings.</li> <li>› Collaborates with team members, and participates, as appropriate, in the development of Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs).</li> <li>› Collaborates with team members to develop and successfully implement the supports and strategies identified in the IEP/IFSP.</li> <li>› Applies knowledge of inclusive philosophy to create a classroom environment where all children are valued as individuals.</li> <li>› <i>EI/ECSE Understands the potential impact of specific developmental delays, disabilities or medical conditions on development and learning.</i></li> <li>› <i>EI/ECSE Understands that a developmental delay or disability can impact a single domain or multiple domains.</i></li> <li>› <i>EI/ECSE Ensures that young children with developmental delays and disabilities have full participation in natural environments and access to the general curriculum with adaptations, accommodations and modifications as necessary.</i></li> <li>› <i>EI/ECSE Collaborates with team members, including families, in the development of the IEP/IFSP, in compliance with state and federal regulations and policies.</i></li> <li>› <i>EI/ECSE Serves as a resource to families, school personnel, providers, and community members in identifying and addressing relevant laws and emerging issues impacting individual children with developmental delays and/or disabilities, such as that related to FAPE in the LRE and the natural environment.</i></li> </ul> | <ul style="list-style-type: none"> <li>› Maintains current knowledge of emerging issues related to children with special needs.</li> <li>› Maintains current knowledge of emerging practices, resources, and services impacting children with special needs.</li> <li>› Advocates for families or children about inclusive settings and community accessibility issues.</li> </ul> |
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<sup>7</sup> In this document *Special Needs* refers to children with special health needs, developmental delays, or disabilities





# CURRICULUM

Early childhood teachers are able to design, implement, and evaluate curriculum that promotes positive development and learning for each and every child through intentional learning experiences. They know and understand that curricula for early childhood settings have four core components: 1) content, 2) process, 3) teaching and facilitating, and 4) context. They consider all four of these areas and their inter-relatedness when building a meaningful comprehensive integrated curriculum.

Early childhood teachers know the learning goals within each of the nine domains for early learning: physical health and motor development, social and emotional development, language development, literacy, cognitive development, mathematics, science, social studies, and creative arts. They know that each domain has various components that are important to infant, toddler, and pre-school curriculum as reflected in current literature.

Early childhood teachers also think about how young children learn. They know that a child's development in each domain is sequential and dependent on a child's experiences and they also recognize that each child is unique and learns in a distinctive way. They also understand the importance of developing relationships and having responsive, high-quality interactions with all children to support successful learning. Early childhood teachers provide a learning environment (indoors and outdoors) that is respectful, supportive, challenging and aesthetically pleasing which will have a positive impact on the whole child. They use their experience and knowledge of 1) the RI Early Learning and Development Standards, 2) current research, theory and best practice of how children learn and develop, 4) child assessment information, and 5) the unique interests, strengths and needs of the children and families in the program to design, implement, and evaluate meaningful, challenging curriculum. They know that this curriculum must allow for individualized learning opportunities and the intentional development of responsive and respectful relationships with each child, and advocate for resources and revisions to support optimal curriculum for all children.



- C 1: Content**
- C 2: Process**
- C 3: Teaching and Facilitating**
- C 4: Context**
- C 5: Building Meaningful Curriculum**





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 1: Content 5a and b RIPTS Std 1 and Std 2

#### C 1a: Physical Health and Motor Development

- › Understands the learning goals (scope) and definitions of **physical health and motor development** as outlined in the Rhode Island Early Learning and Development Standards.
- › Understands that development in the domain of **physical health and motor development** is sequential and is dependent on infant, toddler, and preschooler experiences and individual development patterns of each child.
- › Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **physical health and motor development**.
- › Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **physical health and motor development** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.
  - › *EI/ECSE Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of **physical health and motor development**.*
  - › *EI/ECSE Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of **physical health and motor development**.*
  - › *EI/ECSE Employs adaptive devices or modifications to the environment therefore supporting a child's capacity to successfully participate in learning activities designed to enhance **physical health and motor development**.*
- › Analyzes and evaluates emerging theory and research pertaining to **physical health and motor development** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge in the development of intentional learning opportunities to promote children's physical health and motor development.





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 1: Content 5a and b RIPTS Std 1 and Std 2 (cont'd)

#### C 1b: Social/Emotional Development

- › Understands the learning goals (scope) and definitions of **social/emotional development** as outlined in the Rhode Island Early Learning and Development Standards.
- › Understands that development in the domain of **social/emotional development** is sequential and is dependent on infant, toddler, and preschooler experiences and individual development patterns of each child.
- › Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **social/emotional development**.
- › Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **social/emotional development** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.
  - › **EI/ECSE Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of social/emotional development.**
  - › **EI/ECSE Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of social/emotional development.**
  - › **EI/ECSE Incorporates specially designed evidenced based instruction to support young children with developmental delays and disabilities in the development of social cognition (social thinking).**
  - › **EI/ECSE Understands and promotes independence, active participation, development of adaptive behaviors and self-advocacy of children with developmental delays and disabilities.**
- › Analyzes, and evaluates current theory and research pertaining to **social/emotional development** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice in the development of preschoolers and apply that knowledge to one's practice in the development of intentional learning opportunities to promote children's social/emotional development.





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 1: Content 5a and b RIPTS Std 1 and Std 2 (cont'd)

#### C 1c: Language Development

- › Understands the learning goals (scope) and definitions of **language development** as outlined in the Rhode Island Early Learning and Development Standards.
- › Understands that development in the domain of **language development** is sequential and is dependent on infant, toddler, and preschooler experiences.
- › Understands that Dual Language Learners must have opportunities to progress in their home language as they are learning English.

- › Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **language development**.
- › Applies strategies in the classroom so that Dual Language Learners have opportunities to progress in their home language as they are learning English.

- › Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **language development** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.
- › Works with children and their families, using community resources as needed, to maintain the child's home language.
- › Incorporates researched-based individualized instruction designed to promote English language development of Dual Language Learners.
- › *EI/ECSE Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of **language development**.*
- › *EI/ECSE Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of **language development**.*
- › *EI/ECSE Supports families and school personnel in recognizing and responding to a child's cues and communicative attempts and in facilitating successful communicative interactions.*
- › *EI/ECSE Plans, implements and coaches families and school personnel in ensuring that children who use American Sign Language have full linguistic access to the curriculum and opportunities for meaningful peer communication.*
- › *EI/ECSE Utilizes knowledge of augmentative, alternative and assistive devices to ensure that children have a vehicle for communicating and participating successfully in multiple environments throughout the day.*

- › Analyzes, and evaluates current theory and research pertaining to **language development** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 1: Content 5a and b RIPTS Std 1 and Std 2 (cont'd)

#### C 1d: Literacy

- › Understands the learning goals (scope) and definitions of **literacy** as outlined in the Rhode Island Early Learning and Development Standards.
- › Understands that development in the domain of **literacy** is sequential and is dependent on infant, toddler, and preschooler experiences.
- › Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **literacy**.
- › Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **literacy** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.
- › *EI/ECSE Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of **literacy**.*
- › *EI/ECSE Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the **literacy** domain.*
- › *EI/ECSE Applies knowledge of language systems and their relationship to the development of early **literacy**.*
- › Analyzes, and evaluates current theory and research pertaining to **literacy** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.

#### C 1e: Cognitive

- › Understands the learning goals (scope) and definitions of **cognitive development** as outlined in the Rhode Island Early Learning and Development Standards.
- › Understands that development in the domain of **cognitive development** is sequential and is dependent on infant, toddler, and preschooler experiences.
- › Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **cognitive development**.
- › Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **cognitive development** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.
- › *EI/ECSE Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of **cognitive development**.*
- › *EI/ECSE Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of **cognitive development**.*
- › Analyzes, and evaluates current theory and research pertaining to **cognitive development** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 1: Content 5a and b RIPTS Std 1 and Std 2 (cont'd)

#### C 1f: Mathematics

- › Understands the learning goals (scope) and definitions of mathematics as outlined in the Rhode Island Early Learning and Development Standards.
- › Understands that development in the domain of **mathematics** is sequential and is dependent on infant, toddler, and preschooler experiences.

- › Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **mathematics**.

- › Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **mathematics** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.
- › *EI/ECSE Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of **mathematics**.*
- › *EI/ECSE Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of **mathematics**.*

- › Analyzes, and evaluates current theory and research pertaining to **mathematics** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.

#### C 1g: Science

- › Understands the learning goals (scope) and definitions of **science** as outlined in the Rhode Island Early Learning and Development Standards.
- › Understands that development in the domain of **science** is sequential and is dependent on infant, toddler, and preschooler experiences.

- › Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **science**.

- › Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **science** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.
- › *EI/ECSE Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of **science**.*
- › *EI/ECSE Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of **science**.*

- › Analyzes, and evaluates current theory and research pertaining to **science** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 1: Content 5a and b RIPTS Std 1 and Std 2 (cont'd)

#### C 1h: Social Studies

- › Understands the learning goals (scope) and definitions of **social studies** as outlined in the Rhode Island Early Learning and Development Standards.
- › Understands that development in the domain of **social studies** is sequential and is dependent on infant, toddler, and preschooler experiences.
- › Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **social studies**.
- › Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **social studies** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.
- › *EI/ECSE Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of **social studies**.*
- › *EI/ECSE Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of **social studies**.*
- › Analyzes, and evaluates current theory and research pertaining to **social studies** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.

#### C 1i: Creative Arts

- › Understands the learning goals (scope) and definitions of **creative arts** as outlined in the Rhode Island Early Learning and Development Standards.
- › Understands that development in the domain of **creative arts** is sequential and is dependent on infant, toddler, and preschooler experiences.
- › Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **creative arts**.
- › Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **creative arts** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.
- › *EI/ECSE Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of **creative arts**.*
- › *EI/ECSE Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of **creative arts**.*
- › Analyzes, and evaluates current theory and research pertaining to **creative arts** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.





# CURRICULUM

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 2: Process<sup>8</sup> RIPTS Std 9

#### C 2a: Play

- › Understands that play is a primary vehicle for learning in all domains.
- › Implements a learning environment and plans experiences that maximize play as a vehicle for learning.
- › Utilizes knowledge of children's interests, learning styles, and stages of development to create meaningful play opportunities.
  - › **EI/ECSE** Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to develop play skills for children with developmental delays or disabilities.
  - › **EI/ECSE** Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments to maximize play as vehicle for learning.
  - › **EI/ECSE** Serves as a resource to families, school personnel, providers, and community members in identifying adaptations and adaptive devices to assure a child with developmental delays or disabilities can successfully participate in play activities.
- › Continually analyzes and revises planned play experiences to deepen children's understanding of concepts.

### C 2b: Interactions between Children 4a RIPTS Std 7

- › Understands that peer interactions support learning and development.
- › Facilitates developmentally appropriate interactions between children to support learning and development.
- › Reflects on interactions between children to identify opportunities to extend children's learning and development.
  - › **EI/ECSE** Incorporates specially designed strategies to facilitate interactions between children with and without developmental delay or disabilities, respecting individual thresholds for social interactions.
- › Evaluates and applies theory and current research about the importance of peer interactions in children's learning and development.

<sup>8</sup> Guiding children's social development and behavior management are important components of early childhood teachers' role. This document is intentional in not including a separate section dedicated to guidance and behavior management resulting from the belief that the skills required to be effective in this area are found throughout the document. Specifically, the core knowledge and competencies that encompass guiding children's social development and behavior management can be found in the following sections: In the Development and Learning Domain, competencies related to creating engaging experiences, adapting the environment for the needs of individual children, understanding environmental influences and risk factors on children's behavior, and making accommodations and adaptations for individual children are all relevant skills. In the Curriculum Domain, content related to social and emotional development, language development and communication, and physical health and development are all relevant. The process component of curriculum emphasizes the importance of providing for play and supporting interactions between children. The teaching and facilitating component of curriculum informs teachers of the importance of developing positive, respectful relationships, providing for all kinds of learners, and using a wide variety of instructional approaches. The skills and knowledge in the context component of curriculum emphasize the influence of the environment, materials, and daily schedule on children's behavior. There are also relevant core knowledge and competencies in the domains of Family Engagement and Assessment as collaborating with families to address guidance and classroom management and gathering and using assessment information to inform curricular decisions are relevant skills.





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 2: Process<sup>8</sup> RIPTS Std 9 (cont'd)

#### C 2c: Interactions with Adults 4a RIPTS Std 7

- › Understands that learning is facilitated through responsive adult-child interactions.
- › Utilizes engaging conversations and thought provoking questions based on children's involvement in activities or expressed interests to facilitate children's learning.
- › Uses knowledge of individual children's learning process in order to identify when to interact with a child to deepen the child's understand.
- › *EI/ECSE Makes use of, coaches and supports families, school personnel, providers, and community members in a variety of techniques to enhance adult - child positive relationships and interactions for young children with developmental delays or disabilities.*
- › Evaluates and applies theory and current research about the importance of adult-child interactions in children's learning.

#### C 2d: Interactions with Materials

- › Understands that children learn through interaction with materials as they explore, problem-solve, and discover.
- › Facilitates children's learning as they interact with materials to explore, problem-solve, and discover.
- › Uses knowledge of children's learning through their interactions with materials as they explore, problem-solve, and discover in order to deepen and expand understanding.
- › *EI/ECSE Identifies and incorporates adapted materials needed to allow young children with developmental delays and disabilities to access and actively engage with materials across all environments.*
- › *EI/ECSE Allows young children with developmental delays and disabilities time and opportunity for repetitive interactions and practice with materials.*

### C 2e: Individual Ways of Knowing and Learning (see Development and Learning for related competencies) RIPTS Std 4

- › Recognizes that each child is unique and learns in a distinctive way.
- › Provides opportunities and experiences to support each child's unique and distinctive way of knowing and learning.
- › Uses knowledge of children's strengths, interests and preferences to support and reinforce learning.
- › *EI/ECSE Applies knowledge of strengths-based programming, which builds on the child's abilities while promoting independence and adaptive skills.*
- › *EI/ECSE Analyzes the child's needs within learning activities to provide adaptive devices or adaptations to activities, environments or expectations to support successful participation.*
- › Evaluates learning experiences through the lens of current theory and research about children's ways of knowing and learning.





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 3: Teaching and Facilitating RIPTS Std 8

#### C 3a: Repertoire of Instructional Approaches 4b and 4c RIPTS Std 5

- › Has a beginning understanding of current theoretical perspectives and research specific to a variety of instructional approaches.
- › Recognizes that positive interactions and relationships are a primary instructional approach for infants, toddlers, and preschoolers.

- › Identifies and applies sound theoretical perspectives that support instructional approaches.

- › Identifies and applies sound theoretical perspectives that support instructional approaches.
  - › **EI/ECSE** *Has knowledge of, considers and implements a variety of current theoretical perspectives, research and evidence based practices to support young children with specific disabilities, such as Autism or significant cognitive disability.*
  - › **EI/ECSE** *Has knowledge of, considers and implements a variety of current theoretical perspectives, research and evidence based practices matched to individual child's needs when supporting young children with developmental delays and disabilities.*
  - › **EI/ECSE** *Has knowledge of, considers and implements a systematic instruction, such as explicit instruction and other direct instructional techniques, to support the development of the RIELDS for young children with developmental delays and disabilities.*
  - › **EI/ECSE** *Promotes the development of adaptive and functional skills for young children with developmental delays and disabilities by embedding opportunities to learn these skills within natural and inclusive early childhood environments.*
  - › **EI/ECSE** *Uses specially designed strategies and supports to facilitate active participation as well as generalization and maintenance of skills across multiple environments.*

- › Continuously researches and applies innovative approaches to expand own repertoire of instructional approaches and evaluates their effectiveness.





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 3: Teaching and Facilitating RIPTS Std 8 (cont'd)

#### C 3b: Developing Positive Relationships and Interactions 4a RIPTS Std 7

- |   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>› Understands that positive relationships and interactions with children, families, and teachers are a foundation for all healthy development and learning.</li> <li>› Notices or acknowledges children's individual needs.</li> </ul> | <ul style="list-style-type: none"> <li>› Understands that positive relationships and interactions with children, families, and teachers are a foundation for all healthy development and learning.</li> <li>› Responds consistently to each child's individual needs.</li> </ul> | <ul style="list-style-type: none"> <li>› Analyzes own relationships and interactions with children, families, and teachers and implements strategies to continuously improve relationships.</li> <li>› Engages in sustained reciprocal interactions with children.</li> <li>› <i>EI/ECSE Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific strategies and techniques, such as positive behavior supports, communication systems, and adaptations to enhance positive relationships for young children with developmental delays or disabilities.</i></li> <li>› <i>EI/ECSE Demonstrates knowledge of and implementation of positive behavioral intervention strategies and supports to promote positive relationships; and, to help prevent challenging behaviors and support the development of self-management skills.</i></li> </ul> | <ul style="list-style-type: none"> <li>› Models positive relationships and respectful and supportive interactions among children, families, teachers, and other professionals.</li> </ul> |
|---|--|---|---|

### C 4: Context RIPTS Std 6

#### C 4a: Environment

- |   |   |   |  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>› Understands the impact of indoor and outdoor learning environments on children's development and learning.</li> <li>› Understands that environmental design supports learning in all domains and encourages choice, play, and exploration.</li> <li>› Creates a learning environment that encourages children's autonomy and exploration.</li> </ul> | <ul style="list-style-type: none"> <li>› Applies knowledge about children's learning and development to create healthy, respectful, supportive, and challenging learning environments.</li> </ul> | <ul style="list-style-type: none"> <li>› Assesses and adjusts environments based on classroom and child level assessment data and input from families and other professionals.</li> <li>› <i>EI/ECSE Designs, implements, and evaluates environment to encourage positive behavior across settings for young children with developmental delays and disabilities.</i></li> <li>› <i>EI/ECSE Organizes and adapts the indoor and outdoor learning environment to ensure physical accessibility for young children with developmental delays and disabilities.</i></li> </ul> | <ul style="list-style-type: none"> <li>› Analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches.</li> <li>› Advocates for access to appropriate learning environments.</li> </ul> |
|---|---|---|--|





## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 4: Context RIPTS Std 6 (cont'd)

#### C 4b: Materials

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>› Utilizes materials that demonstrate acceptance of all children's gender, family, race, culture, and ability.</li> <li>› Chooses toys and materials that children find interesting and keeps multiples of favorites.</li> </ul> | <ul style="list-style-type: none"> <li>› Utilizes knowledge of child development and individual children to select materials.</li> </ul> | <ul style="list-style-type: none"> <li>› Provides open-ended materials that encourage problem solving and creativity and challenge children to construct knowledge in each domain outlined in the RIELDS.</li> <li>› Provides nontraditional materials to promote exploration and learning in varied ways.</li> <li>› <i>EI/ECSE Assesses, provides and monitors both the placement of materials and the need for adaptive materials, media and assistive technology to enhance the active participation of young children with developmental delays and disabilities.</i></li> </ul> |
|---|--|---|

#### C 4c: Daily Schedule

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>› Follows a daily schedule which includes substantial blocks of time for uninterrupted play and balance of opportunities for different groupings and different activities.</li> </ul> | <ul style="list-style-type: none"> <li>› Establishes and maintains a daily schedule that is flexible and responsive to the needs and interests of the group and the individuals within the group.</li> <li>› Plans for transitions and daily routines which are efficient, responsive to the needs of individual children and maximize learning opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>› Analyzes and adapts daily schedule to reflect the needs and interests of the group and the individuals within the group.</li> <li>› Implements efficient transitions that provide children learning opportunities as well as opportunities to demonstrate responsibility.</li> <li>› <i>EI/ECSE Design and embeds learning experiences into everyday routines and activities within natural and inclusive early childhood environments.</i></li> <li>› <i>EI/ECSE Implements and serves as a resource for families and school personnel in the adaptation of schedules and expectations to support children with developmental delays or disabilities in understanding, participating, and transitioning through the daily schedule.</i></li> </ul> |
|--|---|--|





# CURRICULUM

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 5: Building Meaningful Curriculum **naeyc 5c**

#### C 5a: Integrating the Four Components

- › Understands the importance of including content, process, teaching and facilitation, context, and the inter-relatedness of the nine domains when planning curriculum.
- › Understands the importance of including content, process, teaching and facilitation, context, and the inter-relatedness of the nine domains when planning curriculum.
- › Reflects on planned curriculum and analyzes effectiveness by looking closely at content, process, teaching and facilitation, and context and ensuring the integration of the nine domains.
  - › **EI/ECSE** *Collaborates with other team members in evaluating potential need, designing, implementing and coaching others in the use of assistive technology to ensure access and full participation the general education curriculum.*
  - › **EI/ECSE** *Evaluates potential need for, designs, implements and coaches others in the use of communication systems to ensure access and full participation the general education curriculum.*
  - › **EI/ECSE** *Evaluates potential need, designs, implements and coaches others in the use of supplemental aids, services, and/or intensive, individualized instruction in the natural and inclusive early childhood environment.*
  - › **EI/ECSE** *Creates an environment that teaches and encourages appropriate means of getting needs met, self-advocacy, development of functional skills and increasing independence for young children with developmental delays and disabilities.*
- › Consistently plans, implements, and analyzes an integrated curriculum and shares knowledge with others.

#### C 5b: Incorporating Meaningful Factors

- › Understands the importance of incorporating family, culture, and community factors when planning curriculum.
- › Incorporates family, culture, and community factors into curriculum planning.
- › Consistently, with family input, incorporates family, culture, and community factors into curriculum planning.
  - › **EI/ECSE** *Understands and responds to cultural perspectives that influence the relationships among families, schools, and communities as related to the instruction of young children with developmental delays and disabilities.*
- › Analyzes the effectiveness of curriculum through the lens of family, culture, and community factors.





# CURRICULUM

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### C 5: Building Meaningful Curriculum **naeyc** 5c (cont'd)

#### C 5c: Utilizing Child Assessment Data (\*see the Child Assessment Domain on page 37 for more detail)

Understands the importance of utilizing child assessment data when planning curriculum.

Utilizes child assessment data to inform curriculum planning.

- › Utilizes child assessment data to construct curriculum experiences that are appropriately challenging for individual children and support critical thinking.
- › Provides systematic instruction based on learner characteristics and ongoing assessment data.
- › Evaluates and modifies instructional practices in response to ongoing assessment data.
- › **EI/ECSE** Utilizes universal assessment information, along with specialized and supplemental assessment information, such as Functional Behavior Assessments, to design curriculum and instruction for young children with developmental delays and disabilities.
- › **EI/ECSE** Provides high quality, dynamic, evidenced based instruction and intervention matched to the strengths and needs of the individual child with developmental delays and disabilities and based on the continuous monitoring of progress and level of proficiency.

› Utilizes child assessment data to analyze the effectiveness of curriculum planning

#### C 5d: Utilizing Curriculum Resources

› Understands that curriculum resources (including books, website resources, and commercially prepared curricula) vary in quality and that high quality resources reflect the knowledge and principles of early childhood development and learning.

› Applies knowledge of quality curriculum to identify high quality resources (including books, website resources and commercially prepared curricula).

- › Analyzes and evaluates a variety of curriculum resources and ensures that the resources used contribute to the development of an effective classroom environment.
- › **EI/ECSE** Differentiates between and utilizes any necessary evidence based curriculum resources designed to support the individual needs of the young child with developmental delays and disabilities.

› Participates in the selection of and advocates for high quality, developmentally appropriate curriculum resources.





# CHILD ASSESSMENT

A comprehensive child assessment system is a critical component of an effective program that supports children’s development and learning. Effective assessment practices help early childhood teachers to plan for and adapt the environment and curriculum to meet group and individual needs.

It is important that early childhood teachers have a strong knowledge of early childhood assessment methods and are able to effectively plan for and conduct developmentally appropriate authentic assessments (e.g. ongoing, in children’s natural settings, using meaningful activities). It is also important that teachers understand the role of standardized screening and assessment practices in evaluating the development and learning needs of young children and are able to support their effective use.

Early childhood teachers must practice responsible assessment and ensure that information is used to support children rather than to exclude them. They recognize the need to gather assessment data from multiple sources using a variety of methods when seeking to describe what children know and are able to do. Additionally, early childhood teachers effectively organize and document the data they gather. Finally, they know how to share child assessment data with families and other professionals in an appropriate and confidential manner.

- A 1: Knowledge of Early Childhood Assessment**
- A 2: Implementing a Comprehensive Assessment Plan and Conducting Developmentally Appropriate Authentic Assessments**
- A 3: Practicing Responsible Assessment**
- A 4: Collects Assessment Data from Multiple Sources Using a Variety of Strategies**
- A 5: Documenting and Organizing Assessment Data**
- A 6: Using Assessment Data in Curriculum Planning**
- A 7: Communicating Assessment Data to Others**





# CHILD ASSESSMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### A 1: Knowledge of Early Childhood Assessment **naeyc 3a**

- › Understands that responsible assessment is guided by sound professional standards.
- › Understands that assessment data should be used to monitor a child's growth and development, share information with families and others, identify children that might benefit from special services, and inform curriculum planning.
- › Understands that responsible assessment of children is for the purpose of monitoring growth and development, and should occur over time and be integrated into daily curriculum.
- › Understands the importance of observation, documentation, and other appropriate assessment tools and strategies in early childhood programs.
- › Understands that observation, documentation, and other appropriate assessment tools and strategies are used to guide individualized instructional planning.
- › Has a working knowledge of the variety of assessment methods that are appropriate for use with young children.
- › Understands the relationship between assessment plans and the learning goals of the Rhode Island Early Learning and Development Standards.
- › Understands how the Rhode Island Early Learning and Development Standards guide or inform assessment plans within the context of curriculum and individualized planning.
- › Understands the purposes and appropriateness of various developmental screening and assessment procedures and instruments.
- › Understands the strengths and weaknesses of various assessment methodologies and makes appropriate choices for various populations and situations.
- › **EI/ECSE** *Understands and assists families in understanding State and Federal legal provisions, including timelines/ family protections, and ethical principles regarding evaluation and eligibility of young children with developmental delays and disabilities.*
- › **EI/ECSE** *Uses assessment information to inform special education and early intervention eligibility.*
- › Understands the components of a comprehensive assessment system, including the purpose and use of assessment tools, in order to inform decisions about when and how and to use each component.





# CHILD ASSESSMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### A 2: Implementing a Comprehensive Assessment Plan and Conducting Developmentally Appropriate Authentic Assessments (ongoing, natural settings, meaningful activities) **naeyc 3c** **RIPTS Std 9**

- › Understands the importance of gathering information about children over time, in natural settings, while children are engaged in meaningful activities.
- › Identifies opportunities within the classroom environment to collect assessment information.
- › Understands that some standardized tools can be used to assess the developmental and learning needs of young children.
- › Understands that assessment methods and tools must be used for purposes for which they are intended and only be administered by trained individuals.
- › Gathers information across all aspects of children's learning and development over time, in natural settings (home, class, or center), while children are engaged in meaningful activities and interactions.
- › Seeks guidance on the appropriate use and interpretation of assessment methods and tools.
- › Develops and implements a comprehensive assessment plan that is tied to the RIELDS and integrates developmentally appropriate assessment methods into daily practice
- › Understands the role of standardized assessments in relation to the overall classroom assessment plan
- › If standardized assessments are used, attempts to implement tools reliably and with fidelity (or seeks trained professionals to conduct assessment), and understands results.
- › **EI/ECSE** Provides necessary and individually appropriate accommodations/modifications to support the authentic assessment of young children with developmental delays and disabilities.
- › **EI/ECSE** Ensures that assessment/evaluation instruments are valid and reliable and that the tools are used for the intended purpose and implemented with fidelity.
- › **EI/ECSE** When formally assessing young children with developmental delays or disabilities, ensures the availability and validity of any necessary accommodations/modifications..
- › **EI/ECSE** Supports families in understanding and interpreting results of formal evaluation.
- › Analyzes the effectiveness of assessment plan and revises/adjusts plans as needed.
- › If standardized assessments are used, evaluates and interprets test scores and other information, uses results to inform necessary next steps.





# CHILD ASSESSMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### A 3: Practicing Responsible Assessment 3d RIPTS Std 9

- |   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>› Understands the difference between being subjective and objective when recording observations.</li> <li>› Understands that language and/or culture (of the teacher and/or the child) can influence the assessment process and results.</li> <li>› Identifies environmental factors that may influence the assessment process and results, such as length of assessment, time of day, environmental distractions, etc.</li> </ul> | <ul style="list-style-type: none"> <li>› Evaluates assessment information for objectivity</li> <li>› Utilizes assessment information to support children rather than to exclude them.</li> </ul> | <ul style="list-style-type: none"> <li>› Implements responsible assessment processes to ensure that data accurately reflect what children know and are able to do</li> <li>› Evaluates current practice to determine if assessment practices are effective, adequate, and culturally and linguistically sensitive.</li> <li>› Designs methods for improving assessment practices based upon a review of information collected.</li> <li>› <i>EI/ECSE Assists and empowers families in identifying and communicating their concerns and priorities relative to the assessment of their young child with developmental delays and disabilities.</i></li> </ul> | <ul style="list-style-type: none"> <li>› Ensures that consideration is given to cultural, linguistic, and environmental influences during the planning, selecting, adapting, modifying, and implementing of all assessment procedures.</li> <li>› Evaluates current research, emerging developments, and best practices related to the assessment of young children.</li> <li>› Evaluates and modifies assessment strategies to ensure alignment with best practices.</li> <li>› Advocates for the use of developmentally appropriate, responsible assessment tools and strategies.</li> </ul> |
|---|--|--|--|

### A 4: Collects Assessment Data from Multiple Sources Using a Variety of Strategies

- |   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>› Understands that assessment information should come from a variety of sources (families, other teachers, specialists).</li> <li>› Understands the benefits of using a variety of assessment strategies (observation, interview, work samples, standardized tests).</li> <li>› Identifies opportunities to collect data from multiple sources for children in their classroom.</li> </ul> | <ul style="list-style-type: none"> <li>› Incorporates assessment information from a variety of sources (families, other teachers, specialists, peers, child care) when seeking to describe what children know and are able to do.</li> <li>› Applies a variety of assessment strategies to gather meaningful and objective information about each child's development.</li> <li>› Collects assessment data from multiple sources which objectively illustrate what children know and are able to do in relation to RIELDS goals.</li> <li>› Collects assessment data from multiple sources which objectively illustrate children's interests and learning styles.</li> </ul> | <ul style="list-style-type: none"> <li>› Consistently collects assessment information from a variety of sources.</li> <li>› Consistently collects a variety of assessment information that reliably illustrates children's interests and learning styles.</li> <li>› Consistently collects assessment information that reliably illustrates what children know and are able to do in relation to RIELDS goals.</li> <li>› Consistently utilizes a variety of assessment strategies to gather meaningful and objective information about each child's development.</li> <li>› <i>EI/ECSE Incorporates assessment information from families and other team members to inform instruction and make decisions for young child with developmental delays or disabilities.</i></li> <li>› <i>EI/ECSE Makes use of authentic assessment information, along with formal assessments, to develop individualized plans that support young children with developmental delays and disabilities.</i></li> </ul> | <ul style="list-style-type: none"> <li>› Designs and implements a formal plan of information gathering that includes regular and intentional communication with others who know the children and intentional use of different assessment strategies which will provide a comprehensive picture of children's growth and development.</li> </ul> |
|---|--|---|---|





# CHILD ASSESSMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### A 5: Documenting and Organizing Assessment Data 3c RIPTS Std 9

- › Understands the importance of documenting and organizing assessment information.
- › Documents and organizes assessment information which is linked to RIELDS goals, is objective and specific, and includes enough detail to give a third party a complete understanding of the assessment event.
- › Consistently documents assessment information which is linked to RIELDS goals, is objective and specific, and includes enough detail to give a third party a complete understanding of the assessment event.
- › Consistently uses a system to organize assessment information that allows for easy access to specific child information, evaluation of most recent assessment documentation, and clear presentation of assessment information to others.
- › *EI/ECSE Assists families in developing ways to document progress and maintain records for their child with developmental delays and disabilities.*
- › Analyzes the effectiveness of practices used to document and organize assessment information and utilizes that information to refine assessment plans.

### A 6: Using Assessment Data in Curriculum Planning (including for use in planned interventions and referral for special services) 3a RIPTS Std 9

- › Understands the link between curriculum and assessment.
- › Demonstrates ability to conduct basic analysis of assessment data.
- › Utilizes assessment data to plan developmentally appropriate experiences.
- › Aggregates and analyzes assessment data from the group of children in her/his classroom.
- › Utilizes assessment data from a variety of sources to: (1) develop and refine curriculum, (2) develop experiences for individuals, small groups, and large groups of children, and (3) establish goals and objectives for individual children.
- › Develops multi-level learning opportunities in response to assessment data to meet the needs of children at different places on the RIELDS continuum.
- › Analyzes assessment data to determine whether further evaluation by other professionals is warranted.
- › *EI/ECSE Regularly monitors progress of young children with developmental delays and disabilities to ensure the effectiveness of specialized instruction and individual progress towards learning goals and child outcomes.*
- › Continuously evaluates the assessment system to determine its effectiveness in informing curriculum and adapts as needed.





# CHILD ASSESSMENT

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### A 7: Communicating Assessment Data to Others (families, other professionals) **naeyc 3b**

- |  |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>› Understands that child assessment data is confidential and the sharing of this information is governed by program policy.</li> <li>› Understands the purpose and value of sharing child assessment data with families and other professionals.</li> </ul> | <ul style="list-style-type: none"> <li>› Explains to families the importance of collecting, using, and sharing assessment data and the strategies used to collect data.</li> <li>› Determines when child assessment information should be shared with other professionals to enhance services to children.</li> </ul> | <ul style="list-style-type: none"> <li>› Continually improves strategies for the communication of assessment data to meet the needs of all families (including those with diverse linguistic and cultural backgrounds).</li> <li>› Regularly exchanges complete and unbiased assessment data in a supportive manner with families about a child's strengths and needs.</li> <li>› <b>EI/ECSE</b> <i>Effectively communicates evaluation and assessment results to all team members in family friendly language, maintaining the respect and value of the parent as a central and equal member of the educational team for the young child with developmental delay or disability.</i></li> <li>› <b>EI/ECSE</b> <i>Shares assessment information with families of children with developmental delays or disabilities in a factual, open manner, empathetic to how the information may impact the family.</i></li> </ul> | <ul style="list-style-type: none"> <li>› Serves as a mentor to other professionals in developing skills for effectively communicating child assessment information.</li> <li>› Explains to families the system of assessment used to evaluate and monitor child growth and development and supports families to recognize the relationship between assessment, standards, and curriculum.</li> <li>› If standardized assessments are used, effectively communicates meaning of test scores to families and other professionals if necessary.</li> </ul> |
|--|---|---|---|





# PROFESSIONALISM

Early childhood teachers identify and conduct themselves as members of the early childhood profession inclusive of all settings serving children birth through age eight. They understand that a research-based body of core knowledge and competencies serve as a foundation for the profession and that these knowledge and competencies are used in all aspects of professional involvement with children, families, and colleagues. They also understand they have both a leadership and advocacy role within the profession.

There are also certain expectations for behavior. Early childhood teachers must know and use ethical guidelines such as the NAEYC Code of Ethical Conduct and other professional standards related to early childhood as they implement strategies in a program, and work closely with children, families, colleagues, and the community. They also value the diversity of lifestyles, languages, beliefs, and cultural backgrounds that can be found in all aspects of our society and utilize teaching strategies which are free of bias and responsive to the differences in the needs of children and families.

Early childhood teachers reflect on their practice in order to identify ways in which to build upon their knowledge and skills. They show a commitment to ongoing professional development and learning by engaging in and utilizing a wide variety of professional development resources to improve their practice. This includes participating in collaborative learning experiences and being supported or mentored by others in the field. As teachers advance in their careers, they begin to share their knowledge in the greater community and start to mentor others in their professional growth.

Finally, every professional must be able to advocate on behalf of children, families, and the profession. For the purposes of this document, we define advocacy in the broadest possible way, ranging from advocating for an individual child to advocating for changes at a systems level. This advocacy is built on the knowledge and competencies described within this document. Effective advocates use their knowledge of early child development, along with their knowledge of resources available for children and policy, to advocate for children, families and the profession.



- P 1: Identifying and Involving Oneself with the Early Childhood Profession**
- P 2: Ethical Standards and Professional Guidelines**
- P 3: Valuing Diversity**
- P 4: Advocating for Children, Families and the Profession**
- P 5: Commitment to Ongoing Professional Development**
- P 6: Fostering Respectful, Collaborative Relationships with Other Professionals**





# PROFESSIONALISM

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### P 1: Identifying and Involving Oneself with the Early Childhood Profession 6a RIPTS Std 10

- › Has beginning knowledge of the historical context of the early childhood profession.
- › Understands that the profession has a research-based core of knowledge as its foundation.
- › Understands that there should be a connection between the core base of knowledge and research, regulations and program policies, and professional standards.
- › Understands that early childhood practice is impacted by emerging research, current issues, and advances in the field.
- › Consistently seeks new information on research, current issues, and advances in the early childhood profession.
- › Accesses resources and participates in activities offered by professional organizations that benefit young children, their families, and the early childhood profession.
- › Applies information from related fields such as health, mental health, etc. to develop a holistic approach to early childhood education.
- › Articulates a personal philosophy of early childhood learning and identity as a teacher based on core knowledge and experience.
- › Maintains active membership in one or more professional organizations that benefit young children, their families, and the early childhood profession.
- › **EI/ECSE** *Has knowledge and understands the relevance of the historical context of the early intervention/early childhood special education profession.*
- › **EI/ECSE** *Has knowledge of and implements Early Intervention and special education activities in compliance with applicable state and federal laws, regulations and policies.*
- › **EI/ECSE** *Seeks new information and remains current regarding specific disabilities and diagnosis, research-validated early intervention and special education practices, trends and issues.*
- › **EI/ECSE** *Advocates for educational policies that promote the highest potential for each young child with developmental delays or disabilities.*
- › **EI/ECSE** *Demonstrates commitment to, assists and promotes the successful inclusion of children with developmental delays or disabilities in the natural and inclusive early childhood environments and the greater community.*
- › **EI/ECSE** *Respects the family context when designing the delivery of early intervention or special education services and supports.*
- › **EI/ECSE** *Accesses resources and/or participates in activities offered by professional special education organizations that benefit individuals with exceptional learning needs, their families, and the special education profession.*
- › Actively involved in groups or professional organizations engaged in research, policy-making and/or leadership.





# PROFESSIONALISM

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### P 2: Ethical Standards and Professional Guidelines 6b RIPTS Std 11

- › Identifies and values ethical and professional guidelines established by the early childhood profession.
- › Understands that ethical and professional guidelines apply to all adults in the classroom and program.
- › Is aware of and complies with program policies that pertain to professional conduct.
- › Knows and obeys relevant laws such as those pertaining to child abuse and the rights of children with disabilities.
- › Recognizes potentially unethical practices; understands and uses appropriate reporting procedures.
- › Protects the privacy and confidentiality of family information.
- › Utilizes professional code of ethics in making professional decisions regarding all children in the classroom.
- › Establishes and maintains appropriate professional boundaries.
- › Identifies potential conflicts of interest<sup>1</sup> and ethical dilemmas and proactively seeks support in resolving emerging ethical issues.
- › Ensures that ethical and professional guidelines are followed by all adults in the classroom.
- › Uses the ethical and professional guidelines established by the early childhood profession when solving dilemmas in working with all children and their families.
- › **EI/ECSE** *Understands and encourages others to understand that a child's disability does not define who they are as an individual and that each child has a unique personality, temperament and set of interests.*
- › **EI/ECSE** *Practices within the CEC Code of Ethics (see appendix C) and other standards of the profession.*
- › **EI/ECSE** *Understands and explains to families their rights and safeguards, including their option to use the dispute resolution procedures<sup>2</sup>.*
- › **EI/ECSE** *Directs and supports the activities of paraprofessionals and volunteers related to interactions with young children with developmental delays and disabilities.*
- › Serves as a role model and promotes compliance with ethical standards in the workplace.

### P 3: Valuing Diversity

- › Is aware of and models respect for differences in lifestyles, languages, beliefs, abilities, and socioeconomic and cultural backgrounds among children, family, and colleagues.
- › Identifies ways diversity is a valuable asset to the classroom and program.
- › Understands how culture influences child-rearing practices and how that in turn can affect growth and development.
- › Plans curriculum which respects and responds to the cultural diversity among all children and families.
- › Collaborates with families, colleagues, and community members to respect each family's values, attitudes, and expectations, and honor and celebrate the diversity of languages, customs, and traditions in the family of each child.
- › Supports children in identifying and challenging bias.
- › **EI/ECSE** *Is aware of, models and encourages others to use "person first language" when referring to young children with developmental delays and disabilities, their families and community members.*
- › **EI/ECSE** *Understands and assists others in understanding the short and long term potential of children with developmental delays and disabilities.*
- › Mentors others in understanding issues related to diversity and cultural competence.

<sup>1</sup> See the College of Early Childhood Educators' 2011 Code of Ethics and Standards of Practice pg. 27 (<http://www.aecce.ca/ece/wp-content/uploads/2012/05/CECE-Code-of-Ethics-and-Standards-of-Practice-Feb-2011.pdf>) for a comprehensive explanation of conflict of interest within an early childhood setting.

<sup>2</sup> As provided by IDEA





# PROFESSIONALISM

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### P 4: Advocating for Children, Families and the Profession **naeyc 6e**

- › Has knowledge of resources available to support children, families, and professionals.
- › Supports advocacy by understanding the relationship between the program philosophy and the daily curriculum.
- › Understands that national, state, and local public policy affects children, families, programs, and the early childhood profession.
- › Understands the impact that certain environmental and social factors have on children and families.
- › Discusses child development (birth to 8) and the value of early childhood programs with families.
- › Begins to communicate to others the relationship between the program philosophy and the daily curriculum.
- › Advocates for individual children through processes established by the program.
- › Clearly articulates the relationship between program philosophy, daily curriculum, early learning and development standards, and child outcomes to the greater community.
- › Maintains awareness of legislative changes that affect children, families, and the early childhood field.
- › *EI/ECSE Understands and supports the role of families in advocating for child and parent rights within the special education system.*
- › *EI/ECSE Supports the inclusion of young children with developmental delays and disabilities in natural and inclusive early childhood environments and the community at large.*
- › *EI/ECSE Advocates for educational policies that promote the utilization of evidence-based practices.*
- › Advocates for children, families, and the profession in the greater community.
- › Nurtures and supports the development of advocacy skills with colleagues.





# PROFESSIONALISM

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### P 5: Commitment to Ongoing Professional Development **naeyc** 6c and 6d

- › Understands the importance of ongoing professional development.
- › Utilizes a variety of professional resources and relationships to improve practice.
- › Develops and carries out a personal professional development plan in collaboration with a supervisor.
- › Utilizes constructive feedback to improve performance.
- › Values reflection as a tool for professional development and begins to reflect on own performance to modify and improve work with children, families, and colleagues.
- › Seeks out professional development opportunities that are specific to the unique needs of children in the program.
- › Utilizes reflection to modify and improve work with children, families, and colleagues
- › Seeks the ongoing support and guidance of the supervisor/mentor
- › Engages in continuous collaborative learning to inform practice.
- › Identifies professional and personal goals in working with children and families and refines professional development plan to reflect the identified goals.
- › Develops and carries out a professional development plan that includes identified personal and professional goals and strategies based on available time and resources with increasing autonomy.
- › Shares knowledge and expertise with colleagues and families in the school community.
- › Routinely engages in reflection of teaching practices and the behavior of children and revises practice as necessary.
- › Initiates own professional development activities.
- › Utilizes aggregate child assessment data to identify ongoing professional development goals.
- › Shares knowledge in the greater community as a component of one's professional development.
- › Mentors others in their professional growth.
- › Advocates for own professional development activities.





# PROFESSIONALISM

## LEVEL 1

## LEVEL 2 (All skills in Level 1 plus)

## LEVEL 3 (All skills in Level 1 and 2 plus)

## LEVEL 4 (All skills in Level 1, 2 and 3 plus)

### P 6: Fostering Respectful, Collaborative Relationships with Other Professionals Code of Ethical Conduct Section III

- › Establishes and maintains relationships of respect, trust, confidentiality, collaboration, and cooperation with colleagues.
- › Addresses conflict and/or concerns in a collegial and confidential manner.
- › Shares resources with colleagues, collaborating to ensure that the best possible early childhood care and education program is provided.
- › Recognizes the professional achievements of colleagues.
- › Supports colleagues in meeting their professional needs and professional development and supports their professional achievements.
- › *EI/ECSE Models techniques and coaches families, school personnel, providers, and community members in the use of instructional methods and accommodations for young children with developmental delays and disabilities.*
- › *EI/ECSE Communicates with school personnel about the characteristics and needs of young children with developmental delays and disabilities.*
- › *EI/ECSE Provides specialized instruction and consultation within natural and inclusive early childhood environments to support young children with developmental delays and disabilities.*
- › *EI/ECSE Shares specialized knowledge and utilizes trans-disciplinary strategies from other professionals while acting within discipline specific limitations.*
- › *EI/ECSE Integrates knowledge of child development, family engagement, evaluation procedures and policies to recommend appropriate referrals for young children with developmental delays or disabilities to community health and social services.*
- › Promotes cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.





# APPENDIX A: ACKNOWLEDGEMENTS

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# APPENDIX B: GLOSSARY OF TERMS

## Attachment Theory

A theory that describes the dynamics of long-term relationships between humans and emphasizes the important tenet that an infant needs to develop a relationship with at least one primary caregiver for healthy development to occur.

## Authentic Assessment

The process of observing, recording and otherwise documenting the work children do and how they do it as a basis for a variety of educational decisions that affect the child. Authentic assessment is grounded in accurate, valid, information obtained in a variety of ways in the actual situations in which a child plays, works, and learns and is continuous and integrated into the ongoing life of the classroom (NAEYC).

## Career Pathway

A Career Pathway is a framework for how an individual can advance in a specific occupation over time through a combination of formal education, work experience and professional development.

## Caregivers

A caregiver is a person in whose care a child may be temporarily placed, including, but not limited to, non-custodial relatives, baby-sitters, child care providers, and nannies.

## Children with Multiple Established Conditions

(MEC): Children with a history of prenatal, perinatal, neonatal, or early life events suggestive of biological insults to the developing central nervous system which, either singularly or collectively, increase the probability of later atypical development; and children whose early life experience, including maternal and family care, nutrition, opportunities for expression of adaptive behaviors, and patterns of physical and social stimulation are of concern to the extent that they impart high probability for delayed development.

## Co-constructing

Learning or working collaboratively with another person on a problem or task.

## Core Knowledge and Competencies

The essential skills and knowledge that educators who work with young children in a classroom setting need to know, understand, and be able to do to promote young children's healthy development and learning.

## Cultural Competence

Awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of children and their families (National Education Association).

## Developmental Milestones

A developmental milestone is an ability that is achieved by most children by a certain age. Developmental milestones can involve physical, social, emotional, cognitive and communication skills such as walking, sharing with others, expressing emotions, recognizing familiar sounds and talking. There are four basic categories for developmental milestones: 1) physical milestones, 2) cognitive milestones, 3) social and emotional milestones, and 4) communication milestones. While most of these milestones typically take place during a certain window of time, each child is unique. These developmental abilities also tend to build on one another. More advanced skills such as walking usually occur after simpler abilities such as crawling and sitting up have already been achieved.

## Developmentally appropriate

Programs, activities, and environments that are designed on the basis of: knowledge of how children develop and learn; knowledge of the strengths, needs, and interests of individual children; and knowledge of the social and cultural contexts in which children live.

## Dual Language Learner

The Office of Head Start defines Dual Language Learners as children learning two languages simultaneously or those learning English as they develop in their home language (OHS, 2008). This document includes children whose home language is American Sign Language in this definition.





# APPENDIX B: GLOSSARY OF TERMS

**Early Intervention**

Comprehensive educational programs for young children birth to age 3 who are at risk or who have been identified as having a disability.

**Early Learning and Development Standards**

Expectations for the learning and development of young children.

**Emergency Plans**

All plans designed or undertaken to minimize the effects of a hazard upon people, to deal with the immediate emergency conditions that would be caused by the hazard, and to repair or restore vital utilities or facilities destroyed or damaged by the hazard.

**Ethical Dilemma**

A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

**Facilitating**

Offer short term assistance to help a child achieve the next level of functioning.

**Family**

Members of a unit who see themselves as a family, including individuals who are related by blood or marriage as well as those who have made a commitment to share their lives.

**Family Engagement**

A meaningful family-program partnership that is reciprocal, strengths-based, and actively supports children's development and learning across settings.

**Family Systems Theory**

A framework that emphasizes the notion that everything that happens to any family member affects all other family members.

**Formal Assessment**

Assessment strategies which meet established criteria for reliability and validity and are characterized by administration under controlled conditions by trained examiners. Standardized tests are one type of formal assessment.

**IEP**

Individualized Education Plan. An IEP should incorporate effective practices and focus on families' priorities and concerns, as well as children's development and interests.

**IFSP**

Individualized Family Service Plan. An IFSP should incorporate effective practices and focus on families' priorities and concerns, children's and families' individual needs, and address the support services, nutrition services, and case management needs.

**Inclusive Philosophy**

The values, beliefs, program policies, and practices that support the right of every child, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (adapted from the definition of early childhood inclusion from the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

**Intentional Learning Experiences**

A learning experience designed with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and life. Intentional learning experiences integrate and promote learning in all domains using both child-guided and adult-guided experiences.

**Learning Environment**

All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect children and their ability to learn, grow, develop and survive.

**Mandated Reporter**

Anyone who has reasonable cause to know or suspect that a child has been abused or neglected. A report is required when: A person has reasonable cause to know or suspect that a child has been abused or neglected or a physician or nurse practitioner has cause to suspect that a child brought to them for treatment is an abused or neglected child, or he or she determines that a child under age 12 is suffering from any sexually transmitted disease.





# APPENDIX B: GLOSSARY OF TERMS

<b>Mentor</b>	A knowledgeable and experienced individual who provides guidance to beginning and experienced professionals to develop skills and reflection of practice. Various strategies of the mentor may include observation and feedback, demonstration of skills, conferencing, and resource provider.
<b>Mentoring</b>	The guiding and nurturing of a less experienced individual by a knowledgeable and experienced individual. Mentoring may occur in a variety of settings, including between professionals in a program, across programs, and with teacher candidates or interns within one's classroom.
<b>Modeling</b>	Displaying for children a skill or desirable way of behaving in the classroom, through actions only or with cues, prompts, or other forms of coaching.
<b>Objective Assessment</b>	Assessment that is uninfluenced by emotions or personal biases.
<b>Observation</b>	Gathering information through one or more of the five senses for the basic purpose of determining a child's developmental level, interests and learning style.
<b>Open-ended materials</b>	Materials that can be used in multiple ways and allow for children's construction, concrete solving of problems, imagination and creativity.
<b>Role Model</b>	any person who serves as an example and whose behavior is emulated by other.
<b>Screening</b>	A brief procedure to determine whether a child requires further and more comprehensive evaluation.
<b>Separation Anxiety</b>	The process of a young child's sensory interpretation of noticing a prime care giver or parent's leaving or is out of sight, causing the child to experience anxiety and insecurity.

<b>Settings</b>	Home, school, group, community and natural locations that are part of the child and family's experiences.
<b>Special Health Needs</b>	Children with special health care needs are defined by the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau (MCHB) as "those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally.
<b>Standardized Tests</b>	Standardized tests are tests with high levels of reliability and validity that have prescribed methods for administration where scoring is based on comparisons with other children or groups of children. This standard administration is necessary to obtain valid results; therefore, the skill of the examiner is of particular importance when using this type of assessment. Standardized test scores allow for fair comparisons among individual or groups of test takers.
<b>Sudden Infant Death Syndrome</b>	is the sudden death of an infant under one year of age which remains unexplained after a thorough case investigation, including performance of a complete autopsy, examination of the death scene, and review of the clinical history. (Willinger et al, 1991).
<b>Team collaboration</b>	Working as equal partners with each family and with the people and service systems in a family's life, i.e.: families, school personnel, providers, and community members.
<b>Universal Precautions</b>	Universal precautions is the term used for the guidelines that were developed by the Centers for Disease Control and Prevention in the 1980s to reduce the spread of infection to health care providers and patients in health care settings.



## APPENDIX C: ADDITIONAL RESOURCES

2010 National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs <http://www.naeyc.org/ncate/standards>

2011 National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and Statement of Commitment [http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

Council for Exceptional Children Code of Ethics  
[http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc\\_lang=en](http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc_lang=en)

The Division for Early Childhood <http://www.dec-sped.org/>

Rhode Island Professional Teaching Standards  
<http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification/BecominganEducator.aspx/>

Rhode Island Early Learning and Development Standards  
<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningStandards.aspx/>

Rhode Island Child Care Licensing Standards <http://www.dcyf.ri.gov/licensing.php>

Rhode Island Department of Education Comprehensive Early Childhood Education Program Approval  
<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Programs.aspx>





RI EARLY LEARNING  
**WORKFORCE**  
KNOWLEDGE & COMPETENCIES

FOR EARLY CHILDHOOD TEACHERS & EARLY INTERVENTION/  
EARLY CHILDHOOD SPECIAL EDUCATORS

