



# Minnesota's Knowledge and Competency Framework for Early Childhood Professionals:

## Working with Preschool- Aged Children in Center and School Programs

This project is made possible using federal funding, 93.434- ESSA Preschool Development Grants Birth through Five. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U. S. Department of Health and Human Services.



# Acknowledgements

Minnesota's Knowledge and Competency Framework is a project of the Minnesota Departments of Education, Human Services and Health and their partners. Hundreds of stakeholders representing diverse early childhood care and education programs gave feedback on the core competency document released in 2004. Three advisory groups incorporated the feedback and developed three versions: one for those caring for and educating infants and toddlers, one for those caring for preschool age children, and one for family child care providers.

We greatly appreciate the work and contributions of the following members of the advisory groups:

## **Preschool Advisory Group**

- Sharon Bergen, Minnesota Association for the Education of Young Children
- Katy Chase, Minnesota Licensed Family Child Care Association
- Jeanne Dickhausen, Head Start Collaboration
- Diane Etling, Minnesota Department of Health
- Lora Kussman, Department of Human Services
- Kelly McKown, St Paul College/Access
- Nedra Robinson, St Paul College and Minnesota Association for Early Childhood Teacher Educators
- Cheryl Smoot, Minnesota Department of Health
- Sandra Williams, Minnesota Tribal Resources for Early Childhood Care
- Roz Zuest, Child Care Aware

## **Infant and Toddler Advisory Group**

- Ada Alden, Minnesota Association for Family and Early Education
- Michele Dockter, Minnesota Department of Education
- Ann Edgerton, University of Minnesota Child Care Center
- Diane Etling, Minnesota Department of Health
- Michelle Fallon, Minnesota Association for Infant & Early Childhood Mental Health
- Vicki Hawley, Center for Early Education and Development
- Donna Henning, Head Start
- Lora Kussman, Department of Human Services
- Janice LaFloe, Bush Fellow
- Mary Ann Marchel, University of Minnesota, Duluth
- Sandy Masgai, Family Child Care
- Nedra Robinson, St Paul College and Minnesota Association for Early Childhood Teacher Educators
- Mary Santelman, Montessori Training Center
- Shelly Tollefson, Minnesota Association for Education of Young Children
- Cory Woosley, Child Care Aware

### **Family Child Care Advisory Group**

- Deloris Friske, Family Child Care Provider
- Pat Gentz, Family Child Care Provider
- Jackie Harrington, Family Child Care Provider
- Mary Ksiazek, Family Child Care Provider
- Natalie Marose, Family Child Care Provider
- Sandy Masgai, Family Child Care Provider
- Misty McKinley, Family Child Care Provider
- Mary Muhs, Rasmussen College
- Tammy Oveson, Family Child Care Provider
- Wendy Prokosch, Family Child Care Provider
- Stephanie Reuss, Family Child Care Provider
- Linda Schesso, Family Child Care Provider
- Vicki Shofner, Minnesota Licensed Family Child Care Association
- Shirell Smith Kerney, Family Child Care Provider
- Dana Smith, Minnesota Licensed Family Child Care Association
- Michelle Thole, Family Child Care Provider
- Sheryl Warner, Family Child Care Provider

In addition, a list of dispositions was developed by identifying common themes found in conversations held by culturally, geographically and programmatically diverse Minnesota educators. Groups involved in the discussions of dispositions included: infant, toddler and preschool teachers, trainers, family child care providers, parent educators, mental health consultants, social workers and higher education faculty. A special thanks to the entire staff of the Head Start program from Community Action Partnership in Ramsey and Washington Counties for their participation.

# Contents

<b>Acknowledgements</b>	<b>2</b>
<b>Introduction</b>	<b>6</b>
The Preschool Version of the Knowledge and Competency Framework	7
Integrating the Standards and Competencies	8
Background	8
Guiding Principles	9
Organization of the Framework	10
Dispositions	12
Knowledge and Competency Framework: Working with Preschool-age Children in Center and School Programs	13
Resources	14
2020 Additions to the Knowledge and Competency Framework	14
<b>Content Area I: Child Development and Learning</b>	<b>17</b>
PELSB Standard	17
Competencies	18
<b>Content Area II: Developmentally Appropriate Learning Experiences</b>	<b>23</b>
PELSB Standard	23
Competencies	24
<b>Content Area III: Relationships with Families</b>	<b>39</b>
PELSB Standard	39
Competencies	39
<b>Content Area IV: Assessment, Evaluation and Individualization</b>	<b>46</b>
PELSB Standard	46
Competencies	46
<b>Content Area V: Historical and Contemporary Development of Early Childhood Education</b>	<b>51</b>
PELSB Standard	51
Competencies	51
<b>Content Area VI: Professionalism</b>	<b>53</b>
PELSB Standard	53
Competencies	53
<b>Content Area VII: Health, Safety and Nutrition</b>	<b>57</b>
PELSB Standard	57
Competencies	57

<b>Content Area VIII: Application through Clinical Experiences</b>	<b>63</b>
PELSB Standard	63
Competencies	63
<b>Content Area IX: Trauma Informed Care and Practice</b>	<b>64</b>
Competencies	65
<b>Content Area X: Working with Multilingual Preschoolers and Their Families</b>	<b>72</b>
Competencies	73
<b>Glossary</b>	<b>83</b>



# Introduction

Minnesota has a rich history of providing a continuum of services for young children and families. Recent state and national events have encouraged development of a comprehensive, well-coordinated system of programs and services with the goal that all children get the great start they need to succeed in school and in life.

One essential factor in providing young children with stimulating experiences that promote their development is ensuring that those who care for and educate children are well-prepared and informed. People who work with young children come to their positions through a variety of life circumstances, with differing levels of education and a range of experience. Minnesota's professional development system needs to be broad enough to serve this diverse group. Most importantly, it needs to provide educational experiences that improve a person's skills and keeps them up-to-date on advances in research and best practices.

Minnesota's professional development system is based on a national model that recognizes training and education beyond basic requirements are necessary to improve outcomes for young children. This model centers on five key elements: core knowledge; quality assurance; outreach and access; qualifications, credentials and pathways; and funding. One of the primary goals of the system is to ensure that educational opportunities for those working with young children are grounded in high ethical and quality standards.

The core knowledge element of the system emphasizes that early childhood educators need to be equipped with knowledge, competencies, tools and confidence to effectively work with children and families. People working with young children must be well grounded in child development and educational theories. They need to know not only the wisdom of theory but also the methods and strategies that have been validated by research. This foundation is enhanced when it is combined with the ability to demonstrate skills needed for work as articulated by the field. *Minnesota's Knowledge and Competency Framework for Early Childhood Professionals: Working with Preschool-Aged Children in Center and School Programs* clearly articulates both the expectations of what early childhood educators need to know and what they need to be able to do.

Three types of educational experiences make up Minnesota's Professional Development system: credit-based courses; not-for-credit training; and a continuum of professional development that is made up of relationship-based learning such as mentoring, coaching or consultation. The Knowledge and Competency Framework described here can be a common structure on which to base all types of educational experiences and instructional design.

The *Knowledge and Competency Framework for Early Childhood Professionals: Working with Preschool Age Children in Center and School Programs* outlines **standards**, or expectations, regarding what people educating and caring for young children need to know. It also describes **competencies** which define the demonstration of specific skills needed. Educators demonstrate competencies in a variety of ways.

### **The document is intended to be used in two primary ways:**

1. By those developing learning objectives for educational opportunities including educational programs, technical assistance and training.
2. By people working with young children as they assess their own skills and work to improve them.

In addition, program administrators, supervisors of direct service staff, health consultants and licensors will find the document useful as they identify what skills are needed and help to educate those with whom they are working.

Regardless of a person's position or setting, people working with young children and families have many things in common which they need to know and be able to do. In developing the Knowledge and Competency Framework, thought has been given to these commonalities while at the same time recognizing the special skill sets needed for certain positions and settings.

For example, there are many skills and competencies related to working with families, such as establishing a cooperative, reciprocal partnership, needed by those working with preschool age children (three to five years of age) AND infants and toddlers (birth to three). There are also specialized skills needed by those working with preschool-aged children, such as the knowledge and competencies which help build the foundations for literacy and numeracy. Both skills need to be included in a version written for preschool educators.

It is possible that additional versions of the Knowledge and Competency Framework will be developed. As additional versions are created, an effort should be made to maintain these commonalities. Additional versions might include skill sets for those taking on roles and responsibilities that require more education or experience, such as a trainer or administrator.

## **The Preschool Version of the Knowledge and Competency Framework**

People caring for and educating preschool-aged children need to be well-grounded in knowledge of child development as well as the competencies and vulnerabilities of preschoolers. They need to have knowledge of how families develop and be able to support healthy parent-child relationships. In addition, there are many unique aspects of this period in a child's development which require unique skills and competencies of the adults working with them:

- The preschool years represent a period of rapid growth and development. Development is cumulative and is a product of the interaction between genes and experiences, beginning before birth. From birth, children are active participants in their own development as they learn to select, engage and interpret even their earliest experiences.
- Development is sometimes described in terms of domains or areas of learning. These categories make it easier for adults to discuss its complexities but in reality, all domains are interrelated. Multiple abilities and skills are developing simultaneously during the preschool years. As these abilities and skills emerge, each affects the development of the others.

- Children develop in the context of their families, cultures and communities. While family members are the most important and influential, children’s relationships with others also impact their development. Nurturing and responsive care and education helps children develop secure and trusting relationships which, in turn, facilitate exploration and development.
- This time of robust development is also a time of profound vulnerability. Development can be seriously compromised not only by delay or disability, but also by chronic stress or trauma. Nurturing and responsive care and education for children whose development is at risk can help a child develop resilience and skills needed for success in school and in life.
- Working with young children and their families can bring up many emotions. Educators need to reflect on their own feelings, reactions, and behaviors as well as those of others in order to be most effective.

## Integrating the Standards and Competencies

This framework demonstrates an alignment between Professional Educator Licensing and Standards Board (PELSB) standards and field-developed core competencies. Standards describe expectations held about what early childhood educators need to know and describe learning outcomes for those in professional development programs. These are set forth in [Minnesota Administrative Rule 8710.3000](#) and are reiterated here. The rule includes standards for infants and toddlers, pre-primary and primary. When referring to children birth to grade 3, the rule uses “young children.” Since the language of the rule is reiterated here, you will see this same terminology. The focus of the document will be working with children of preschool age.

Competencies describe the demonstration of skills and abilities needed to work effectively in the field. In this framework, competencies have been arranged to align vertically to PELSB standards. Health, Safety and Nutrition standards were added as PELSB standards for this area do not exist.

Standards and competencies are interrelated. In order to reduce redundancies, we decided to place the competency under a related standard. The competencies have also been aligned horizontally to indicate the progression of skill development as educators gain experience. Key competencies have been included; the document does not include every skill a person in the field might need.

## Background

Minnesota first created core competencies in its 2004 publication *The Minnesota Core Competencies for Early Childhood Education and Care Practitioners who work with children birth through eight and their families*. Since then, much has been learned about brain development, effective teaching strategies, nutrition and obesity as well as serving children with special health and social emotional needs. There have also been changes in the demographic make-up of society and the early childhood field. This revision is needed to reflect these changes and advances.

To prepare for this revision, hundreds of individuals were surveyed and several groups who have used the document were interviewed. The feedback indicated a need for rigorous health competencies, better descriptions of skills needed to work with children from refugee, immigrant and new American communities, updated competencies based on the most current research, and contain fewer redundancies. The valuable feedback has been incorporated into this edition. Literature and competency documents of other states were reviewed to gather additional insights.



Several documents were key resources in the development of this framework, including: *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards*, *National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs*, and *National Health and Safety Performance Standards Guidelines for Early Care and Education Programs*. See the list of resources for additional helpful documents.

## Guiding Principles

Several principles guide this document.

- A highly qualified, well prepared workforce is better equipped to work with young children and leads to better child outcomes.
- Educators need skills, knowledge and support to develop expertise.
- Skills, knowledge and support are acquired through a wide variety of experiences.
- Educational experiences include for-credit classes, not-for-credit learning experiences, a continuum of professional development and a variety of life experiences.
- Educators need opportunities to practice what has been learned as well as personal and guided reflection to improve their practice.
- Planned, intentional professional development is part of an individual's continuous growth and development.

## Uses

This document can be used to:

- Promote early childhood as a profession with a recognized body of knowledge.
- Identify key concepts and skills for professional development.
- Plan learning objectives for professional development offerings which emphasize specific content knowledge and competencies.
- Coordinate and design professional development content to facilitate transfer and articulation agreements.
- Identify professional development needs and plan training for a group of people, region or state.
- Assess current offerings across all content areas and levels of competency.
- Self-assess professional development needs and develop an individual plan.
- Create job descriptions.

The framework is used by the Department of Human Service's non-credit training delivery system to organize, identify and advertise professional development events by content area and levels. Individual learning records located in the Develop application (<https://www.developtoolmn.org>) will include KCF content areas and levels an individual has taken when they choose to create an account. The framework will also inform the revised Individual Training Needs Assessment (ITNA) that is currently used by child care providers to self-assess their knowledge and skills in the various competencies and plan their continuing professional development. Writers and approved trainers will use the framework to develop learning objectives and content as they design courses. Training developed by the Department of Human Services is based on the standards and competencies outlined in the framework. Institutes of Higher Education (IHE) are responsible for ensuring students are knowledgeable of PELSB standards included in the framework. Use of the Knowledge and Competency Framework is encouraged in the design of IHE courses and to introduce the document in their coursework.

# Organization of the Framework

The ten content areas (the eight original plus two new content areas added in 2020) corresponding to PELSB standards are used to organize the framework. The content areas assist in describing and discussing standards and competencies; in practice, the content areas are interwoven and dependent on one another. Children benefit when adults who work with them learn more about:

- **Child Development and Learning:** An educator understands theories of development, research and best practices to help children acquire physical, social, emotional, language, cognitive and creative skills; understands individual differences and approaches to learning; understands the critical role of family, culture and community; and understands the interrelationships among culture, language, and thought.
- **Developmentally Appropriate Learning Experiences:** An educator establishes and maintains safe and healthy environments, and plans and implements a variety of developmentally appropriate learning experiences that promote cognitive, social and emotional, physical, and creative growth and development.
- **Relationships with Families:** An educator establishes and maintains positive collaborative relationships with families to meet the needs of children.
- **Assessment, Evaluation and Individualization:** An educator observes, records and assesses children's skills to identify strengths, needs and approaches to learning to plan appropriate activities, interactions and environments; and assesses and evaluates program quality in an effort to continually improve programming.
- **Historical and Contemporary Development of Early Childhood Education:** An educator understands how historical and contextual influences impact current practice and the effects of current issues on children, families and programs.
- **Professionalism:** An educator views learning and continuous improvement as a career-long effort and responsibility; serves children and families in a professional manner; collaborates with others.
- **Health, Safety and Nutrition:** An educator establishes and maintains an environment and curriculum that ensures the health, safety and nourishment of every child and offers experiences that promote optimal health, safety, nutrition, physical, and social emotional development that support life-long healthy behaviors and lifestyles.
- **Application through Clinical Experiences:** An educator applies effective education practices in a variety of experiences and program models.



Trauma Informed Care and Practice.



Working with Multilingual Children and Families.

Some content areas are further broken down into areas of learning. For example, the content area called Developmentally Appropriate Learning Experiences is further broken into areas of learning including: cognitive development, social and emotional development, physical development and creative development.

Each of the ten content areas contains three levels of competencies. Each level includes and builds on the competencies of the level before it. Levels describe a progression of skills rather than levels of education. Just as children develop at individual rates and are stronger in some areas of development, educators will find themselves at different levels of competency depending on their strengths, current education and experience. As educators assess their skills, they will find areas in which to improve. This reflection can be used to make professional development plans. The levels are:

**Level 1: Explores** - People at the exploring level are relatively new to the field of early childhood or new to an early childhood concept. At this level, people observe or learn from other adults as they work with and interact with children; they watch children in order to learn firsthand what children are like and what to expect of them; and they talk with family members to learn more about each child's family and culture. These educators are exploring concepts and beginning to recognize the indicators and elements of child development as well as the competencies they need to effectively care for and educate young children.

People at this level typically rely on prescribed procedures and routines much like a technician. They need support and direction as they learn to handle daily challenges, to reflect on what is being observed and to learn to connect their observations to current understandings and best practices.

**Level 2: Implements** - Educators at level two know what to expect of children at various stages of development and how to promote and engage children in learning. They are beginning to focus on the needs of individual children. They do more problem solving at this level than at the first level and with support and guidance, they reflect on their own experiences and performance in order to improve their practices. At this level educators share information with family members about assessment and how it is connected to materials and activities offered to promote growth. They recognize individual differences in children and respond appropriately; ensure children are safe, healthy, and enjoying mealtime experiences while being well-nourished; ensure a culturally and linguistically responsive setting; and participate in professional development activities.

**Tara's Story:** *Tara is working in a child care center following her freshman year of college. She says, "I'm having a great time getting to know the kids and playing with them. During free play when some of the kids don't know what to do, I get them started doing things I remember I liked to do. The educator I'm working with has lots of helpful routines in place. Not only do the kids know what to do between activities or to get ready for lunch but I feel like I know what to do to help. I watch the educator I work with kids having trouble getting along or saying goodbye to their parents and I'm learning lots from her. She is so calm and always helps the kids figure out a way to cope. I like watching the kids as they explore outside or in the science area. It's so great when they make a new discovery. You can see the excitement on their face!"*

**Joelle's Story :** *Joelle said, "Now that I'm beyond the basics, I can focus on each child more. I know more activities and can match them to what the child needs to learn. I find it easier to modify my plans for the day in order to explore something that a child shows interest in. Now I really think about my actions and the activities I do and whether they worked; I think about how the children react to me and the activities I offer; and I think about what I would do to modify it if I were to do something like it again. I feel like I have a room arrangement that really works for the activities I want to offer and so the children can interact with each other. I'm much more confident talking with, sharing information and problem solving with parents than when I first started. I love going to professional development class and now I choose those that fit specific things I'm working on. I've joined a professional organization and like going to their conferences too."*

**Level 3: Designs and Leads** - Educators at this level are highly involved in professional decision making. These educators design learning environments and experiences. They intuitively respond to children and adapt their plan. They model for, guide and teach other adults included in the early childhood setting. They take responsibility for keeping up-to-date on research, linking and aligning their reading and practice to best practices. Educators who design and lead continue to set goals for themselves in their professional development plan (CEU's, credential, certificates, etc.). Primary responsibilities for educators at this level may include: evaluating, choosing curriculum, leading and analyzing assessment and using this information to guide curriculum and instruction. They communicate and collaborate with families to gain input and knowledge of children. These educators are knowledgeable of community partners and how to coordinate services for children as needed. They use formal and informal means to assess and improve the program.

**Lisa's Story:** *Lisa said, "Over the years, I've sampled a number of activities and ideas from various curriculums. I think about when I started I needed to follow step by step directions for activities. Now I can pull the best from what I've learned and do it or modify it on the spot. Because I've got an array of strategies and activity ideas, I can more flexibly and creatively meet the changing needs of individuals and my group. The same is true for observation and recording. I've become acquainted with a number of tools and now I've devised some that work for me. I remember how, at the beginning of my career, I learned so much from others and I feel like it's time for me to give back to the field. So I've started exploring principles of adult learning so I can share what I've learned by teaching others."*

## Dispositions

In addition, to knowledge and skills needed, educators who are most effective hold certain dispositions. Dispositions have been described as the tendency or inclination to behave or act in certain ways. These dispositions influence how people interact with others. They are not included in the list of standards or competencies because they are considered "soft skills" that can be difficult (but not impossible) to teach and/or measure. These traits are important to recognize and can be strengthened. Several, but not all, are listed below for self-reflection.

The list was developed by identifying common themes found in conversations held by culturally, geographically, and programmatically diverse Minnesota educators. Groups involved in the discussions of dispositions included: infant, toddler and preschool teachers, trainers, family child care providers, parent educators, mental health consultants, social workers and higher education faculty. While culturally diverse groups used similar words to describe desired dispositions, they described diverse ways to demonstrate each one.

- Is compassionate, sensitive to the needs of others and emotionally available.
- Possesses a sense of humor and can be playful.
- Possesses childlike curiosity.
- Can be flexible, creative and resourceful.
- Questions, demonstrates an interest in learning and reflects on current practices as a way to improve practice.

- Likes children and believes in their ability to learn.
- Is optimistic when faced with challenges.
- Collaborative.
- Is passionate about working with young children.
- Shows respects for self and others.
- Values and appreciates differences; is non-judgmental.
- Demonstrates a high level of integrity.
- Is open to new ideas and concepts.

In addition, several general work habits help a person successfully work with young children:

- Is punctual and responsible.
- Cares for personal hygiene and dresses appropriately for the activity.
- Expects and responds flexibly to continuous change.
- Collaborates with co-workers and as a member of a team.
- Accepts constructive feedback and learns from mistakes.
- Listens and responds appropriately.

## **Knowledge and Competency Framework: Working with Preschool-age Children in Center and School Programs**

This version focuses on the standards and competencies needed by educators working with children of preschool age in a variety of settings and may be used by a broad audience including: preparatory educational programs, continuing education providers, and staff in a variety of programs. Program types include school-based programs such as Early Childhood Family Education and Early Head Start, as well as child care centers and family child care homes. Regardless of the setting or job title, people who interact with children of preschool age provide care for and educate them. PELSB standards use the term “teacher” to indicate those who obtain a teaching license.

The term “educator” will be used in the description of competencies to include people working in a variety of settings and with varying levels of education. The term “families” includes parents, guardians, siblings, grandparents, foster family members and others involved in the care and education of a child. “Parents and guardians” will be used to refer to those who are legally responsible for a child.

Additional versions of the framework include: *Minnesota’s Knowledge and Competency Framework for Early Childhood Professionals: Working with Infants and Toddlers*; *Minnesota’s Knowledge and Competency Framework for Early Childhood Professionals: Working with Young Children in Family Child Care Homes*; and *Minnesota School Age Core Competencies for School-Age and Youth Care Practitioners who work with children ages 5 through 12 and their families*. [These can be found on the Minnesota Department of Education website’s Early Learning Resources page](#). Standards and competencies for administrators and trainers are outside the scope of this project.

All those who use this document must understand the needs of children coming from diverse cultural, linguistic, socio-economic and geographic backgrounds. After considerable discussion, it was determined that skills needed to include children from diverse backgrounds as well as those with disabilities and health care needs would be embedded throughout the document. These topics are essential in all aspects of work with children and families.

## Resources

This document is one of many resources created for Minnesota's early educators. It is aligned with other materials developed by the Minnesota Departments of Education, Human Services and Health including Minnesota's early learning standards, virtual career guidance tool, career lattice and professional development registry. For additional information, resources and guidance, contact the Minnesota Center for Professional Development, Child Care Aware of Minnesota and Minnesota Department of Education's Licensing Division. Additional resources appear at the end of this document.

## 2020 Additions to the Knowledge and Competency Framework

Based on feedback from early care and education professionals from the field and changes in the State of Minnesota, three additional content areas have been added to enhance the Knowledge and Competency Framework document. These areas will guide and assist early care and education professionals in the knowledge and skills needed to provide quality education to children and families: Cultural Responsibility and Practice, Trauma Informed Care and Practice, and Working with Multilingual Children and Families.

### Cultural Responsibility and Practice

Culture is the lens through which each human being understands and connects with the world. It affects one's understanding of time, communication, and how to approach the task at hand. As an early childhood professional it is essential and our responsibility to understand one's own cultural lens as well as the children and families who we encounter in our practice through daily interactions.

Family and Community Knowledge systems are the means through which culture is transmitted and affirmed. These systems include the ways children, and the families and communities in which they are embedded, learn and engage with the world. For example, character development, fairness and stewardship are important life-long assets within family and community knowledge systems and relate strongly to equity.

These concepts loom large in the lives of many children of color, and they notice when the values of equity are not reflected in experiences with early childhood professionals. Equity issues present themselves early in young lives through the experiences of parents, grandparents, older siblings other family, and friends. Knowledge and competency related to these family and community knowledge systems are at the core of this addition and are embedded throughout the content areas in the document.



## **Trauma Informed Care and Practice Content Area IX**

All children and families who participate in early care and education and other early childhood services bring their experiences with them as do those of us who provide these services. These experiences shape our understanding and expectations of relationships, of whether the world is a safe place to explore and learn, of whether we are worthy of care and help, and how young children's brains develop. Unfortunately, trauma and high levels of stress are all too common and can negatively impact brain development, including our ability to regulate emotions and behavior, relationships and learning. According to the Adverse Childhood Experiences (ACE) research by the Minnesota Department of Health more than half of Minnesotans report experiencing at least one ACE (referring to ten childhood experiences that potentially meet the definition of trauma), and of those, more than half have experienced two or more ACEs. Young children are both the most vulnerable to the negative impacts of trauma AND the most resilient to these negative impacts in the presence of buffering relationships; this is because the young child's brain is developing at such a rapid rate.

Early childhood professionals interact with young children and their parents at a critical time, not only in children's development, but also in the development of parent-child relationships. Awareness of the impact of trauma on children's development and behavior can facilitate caregivers' capacity for interpreting behavior and responding in ways that promote resiliency and healing, not only in children and their parents, but for themselves as well.

The Trauma Informed Care and Practice Content Area is intended to outline standards and expectations regarding the knowledge and skills necessary for people working with infants, young children, their families and caregivers who may have experienced trauma. Best practices must be developmentally-informed, trauma-informed and relationship-based to promote the resilience of children, as well as the resilience of their families and caregivers. Awareness of the signs of trauma in children, families and ourselves promotes our ability to better meet the needs of those with whom we work through supportive relationships and referral to trauma-informed community resources.

## **Working with Multilingual Children and Families Content Area X**

Like all young children, multilingual children arrive in our early care and education setting with a wealth of knowledge. They have already learned so much at home and in their communities. They are ready to continue learning in an environment that is caring and responsive. Educators understand that when working with all children, especially multilingual children, it is essential to

- Understand their unique learning needs
- Think about how one's own personal beliefs about culture and language may be similar to, or different from, those of the children and families we serve
- Advocate for strengths-based, language focused family engagement
- Promote equitable, culturally sensitive environments for all multilingual children
- Know how to connect WIDA or other Early Language Development Standards and Minnesota Early Childhood Indicators of Progress
- The Working with Multilingual Children and Families addition as a new content area helps early care and education professionals understand what they need to know and be able to do when they work with multilingual children and their families and uses the WIDA Early Years Essential Actions as an entry point for educators as they think their work.

Additions were made possible by federal funding, 93-434- ESSA Preschool Development Grants Birth through Five.

Contributors to 2020 additions:

*Cultural Responsibility & Practice*

- Betty Emerita, Development & Training, Inc
- Richard Chase, Wilder Research

*Trauma Informed Care & Practice*

- Jane Ellison, LMFT, IMH-E (IVC)
- Michelle Fallon, LICSW, IMH-E Mentor, Infant and Early Childhood Mental Health Consultant.

*Working with Multilingual Children and Their Families*

- Patricia Blanco, M. Ed. WIDA Professional Learning Specialist
- Lorena Mancilla, PhD Director of WIDA Early Years

# Content Area I:

## Child Development and Learning

### PELSB Standard

***An educator of infant or toddler-aged, preprimary-aged and primary-aged children must understand child development and learning.***

The educator must understand:

- the research base for and the best practices of early childhood education.
- the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight.
- how young children differ in their development and learning, and what approaches support these differences.
- the major theories of early childhood development and learning and their implications for practice with young children from birth through age eight and their families.
- the concepts of “belonging” and “family connectedness” as crucial to the development of young children.
- that children are best understood in the contexts of family, culture, and society.
- the interrelationships among culture, language, and thought and the function of the home language in the development of young children.

## Competencies

### A. Understanding Child Development Competencies

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.A.1	Recognizes all areas of development including physical, social and emotional, executive functioning (planning, organizing, and monitoring of goal oriented behaviors), cognitive, creative and language	Chooses and applies current best practice, research-based and appropriate cultural practices to encourage the foundation of development including physical, social and emotional, executive functioning, cognitive, creative and language	Critiques and explains to coworkers, families and community members major theories and research-based, best practices and appropriate cultural practices related to children's health and physical, language, literacy, cognitive, social and emotional, executive function and creative development
I.A.2	Describes how development in one area affects development in other areas	Gives examples of the relationship between children's health and physical, language, literacy, cognitive, social and emotional, and creative development	Explains to coworkers, families and community members major theories and research regarding the influence of one area of development on another as well as how variations in development are impacted by family, culture, language and environment
I.A.3	Recognizes development occurs in predictable patterns which are identified in the early learning standards	Gives examples of physical, social, emotional, cognitive and language milestones identified in early learning standards	Explains early learning standards to coworkers, families and community members
I.A.4	Recognizes learning taking place in play, interactions with others, and while a child explores surroundings	Gives examples of what children learn through play, interacting with others and by exploring their surroundings	Explains to coworkers, families and community members the rationale for intentional, evidence-based teaching methods that include safe, stable, nurturing relationships, play, small group interactions, problem-solving, and exploration

## B. Understanding Influences on Child Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.B.1	Describes how the early experiences young children have effect their growth and development	Communicates the importance of early experiences and adult-child relationships to brain development and the foundation of executive function (planning, organizing, and monitoring of goal-oriented behaviors)	Analyzes and applies understanding of current theory and research on promoting children's learning and development
I.B.2	Describes how children develop at their own rate and within the context of their culture and family	Gives examples of how cultural, language and familial strengths and challenges affect development of skills	Analyzes the influences of environmental factors, family dynamics, culture and linguistics, and diverse ways of learning on development and utilizes the information to make individualized goals for teaching
I.B.3	Recognizes children need a strong base in home language and culture	Illustrates the importance of home language and culture by providing learning opportunities in the home language to promote overall development	Reflects on and identifies the importance of home language and culture as a basis for learning and learning additional languages; develops learning activities that support and integrate home language and culture
I.B.4	Recognizes behavioral expressions of stress and trauma	Gives examples of the developmental consequences of stress and trauma; protective factors, resilience, and the development of mental health; and the importance of safe, stable and nurturing relationships with adults	Educates family and community members about the role of stress in the development of young children

## C. Recognizing Individual Variances

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.C.1	Observes differences in development and ability	Describes stages of child development and explains the wide range of appropriate development	Explains to coworkers, families and community members there is a wide range of appropriate development and that individual rates are often influenced by family, culture, language and environment
I.C.2	Recognizes and accepts individual learning styles, cultural backgrounds and abilities of all children	Implements practices that are respectful and inclusive of a child's individual learning style, cultural background, and educational abilities	Analyzes, evaluates and plans based on individual learning styles, accurate information about the cultural backgrounds of children in the group and abilities of each child



2020

**D. Cultural Responsibility and Practice**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.D.1	<p>Recognizes all areas of development including physical, social and emotional, executive functioning (planning, organizing and monitoring of goal oriented behaviors), cognitive, creative, and language are rooted in culture. See the film documentary, “Babies,” (<a href="http://www.focusfeatures.com/babies">http://www.focusfeatures.com/babies</a>)</p> <p>a) Describes how a particular developmental expectation can vary significantly in different cultures</p> <p>b) Recognizes and names some culturally based developmental expectations that are more advanced than U.S. standards and are considered “normal” within that culture</p>	<p>Chooses and applies current best practice, research-based, and appropriate cultural practices to encourage the foundation of development including physical, social and emotional, executive functioning, cognitive, creative, and language</p> <p>Incorporates research-based effective practices developed or identified by <b>culturally rooted</b> researchers of color</p> <p>a) Prepares learning experiences that will enable children from different cultural communities to build upon strengths and developmental expectations identified by culturally rooted researchers</p> <p>b) Gives examples of ways that culturally based developmental expectations are embedded in both curricula and teaching strategies and modifies their approach appropriately to fit the needs of each child</p>	<p>Co-creates with coworkers, families and community members adaptations of major theories and research-based, best practices and appropriate cultural practices related to children’s health and physical, language, literacy, cognitive, social and emotional, executive function and creative development</p> <p>a) Explains asset-based research on development by researchers of color in meetings with parents and staff and asks for ideas about how to incorporate it into the program</p> <p>b) Designs, recommends, and advocates for professional development training on culturally based developmental expectations and how to recognize and build upon them</p>
I.D.2	<p>Encourages character development in each child, including values such as honesty, trustworthiness, respect, fairness, and stewardship</p> <p>Observes and can describe how specific values are demonstrated in different cultural contexts</p>	<p>Promotes and supports character development by reinforcing values of various children and families in the classroom setting</p> <p>Prepares learning activities that show how values are demonstrated in different cultural contexts</p>	<p>Models and coaches character development, by collaborating with families to adopt classroom and program policies that highlight these values</p>

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.D.3	<p>Identifies social skills that are valued by different cultural communities</p> <p>Encourages social skills children will need to interact well with their <b>cultural and community networks</b></p>	<p>Promotes and supports social skills children will need to interact well with their cultural and community networks</p> <p>Prepares classroom activities that include illustrating and discussing particular social skills in different cultural settings</p>	<p>Prioritizes sharing information with staff and colleagues on ways to recognize and promote social skills children from different cultural communities will need to interact well with their cultural and community networks</p>
I.D.4	<p>Recognizes and names <b>core values</b> that are held by families from different cultural communities and the culturally different ways the same values can be expressed</p>	<p>Chooses a variety of strategies to support and encourage children as they express family or community values</p>	<p>Co-creates with staff, colleagues, and families a variety of strategies for incorporating values into the program and celebrating them</p>
I.D.5	<p>Describes the demographics of young children in their geographic area and distinguishing features of different cultural groups</p> <p>Practices <b>cross-cultural</b> knowledge and skills that work well with children from a broad range of cultures</p>	<p>Plans classroom activities that draw upon the experiences of children from the range of cultures represented in the classroom</p> <p>Models cultural knowledge and skills that work well with children from a broad range of cultures</p>	<p>Develops with parents and staff practical strategies for sharing information across cultural groups within the program and recognizing good ideas</p> <p>Coaches and trains staff on cross-cultural knowledge and skills that work well with children from a broad range of cultures</p>

## Content Area II: Developmentally Appropriate Learning Experiences

### PELSB Standard

*An educator of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences.*

#### A. Creating Positive Learning Experiences: General

The educator must understand:

- the cognitive, social and emotional, physical and creative development and how development and learning are integrated.
- the development of infants and toddlers and its effects on the learning and development of preprimary-aged children.
- how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:
  - acknowledge the influence of the physical setting, schedule, routines and transitions on children and use these experiences to promote children's development and learning.
  - acknowledge the developmental consequences of stress and trauma, protective factors and resilience and the development of mental health and importance of supportive relationships.
  - acknowledge basic health, nutrition and safety management practices for young children, including procedures regarding childhood illness and communicable disease (See also Health, Safety and Nutrition).
  - use appropriate health appraisal procedures and how to recommend referrals to appropriate community health and social services when necessary (See also Health, Safety and Nutrition).
  - recognize signs of emotional distress, child abuse and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- how to plan and implement appropriate curriculum and instructional practices based on

developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content including how to use:

- developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help children develop curiosity, solve problems, and make decisions.
- knowledge of the sequence of development to create and implement meaningful, integrated learning experiences using children's ideas, needs, interests, culture and home experiences.

## Competencies

### 1. Creating a Positive Learning Environment (See also: Promoting Emotional Development)

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.1.1	Builds positive relationships with each child; demonstrates physical affection within appropriate professional boundaries	Establishes and maintains a positive caring relationship with each child	Explains to coworkers, family and community members the importance of forming warm and secure relationships with children
II.A.1.2	Demonstrates respect for and responsiveness to all children including those with disabilities, special health care needs and those from culturally and linguistically diverse backgrounds	Ensures inclusion, in all aspects of program, of children with disabilities, children with special health care needs and those from culturally and linguistically diverse backgrounds	Assesses, evaluates and continually improves the environment to ensure it is culturally and linguistically responsive and promotes the respect of differences
II.A.1.3	Follows daily routine while recognizing importance of each child's individual needs	Plans predictable routines that allow for indoor and outdoor activities	Assesses, evaluates and continually adapts routines to support children's needs for activity, sensory stimulation, and indoor and outdoor activities
II.A.1.4	Responds to each child's need for sleep, food and exercise	Identifies, plans for and responds to each child's eating and sleeping rhythm as well as their preference for comfort	Develops routines and activities that are flexible enough to meet each child's physical needs for rest, hygiene, toileting, and nourishment

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.1.5	Encourages children to interact with others individually and in small and large groups as they explore, experiment, and problem solve	Offers children meaningful, hands-on activities that support and practice newly acquired skills, encourages exploration and experimentation	Constructs learning environments that allow children to make choices, participate in individual, small group and large group experiences, and explore, experiment and problem-solve
II.A.1.6	Recognizes and follows a child's interests	Prepares culturally and developmentally appropriate learning experiences that build on child's interest	Invents developmentally appropriate learning experiences for individuals and the group using information about needs/interests, language and culture, and home experiences
II.A.1.7	Recognizes that each child within a group will be at an individual stage of development	Reflects on differences between a child's developmental stage and their chronological age and adapts expectations and plans accordingly	Explains to staff and families the many factors that influence a child's abilities, development and behavior
II.A.1.8	Asks questions and describes concerns about children's development with supervisor; maintains confidentiality of child and family	Identifies variations in ability and development that may indicate a need for special attention and suggests referral	Pinpoints atypical development related to physical, language, cognitive, personal and social and creative development and initiates appropriate referral
II.A.1.9	Follows current American Academy of Pediatric recommendations regarding screen time for children while in the early childhood program	Guides screen time for children over 24 months ensuring it is limited, active and alternatives are offered	Creates program policy regarding appropriate use of media, software and technology

## B. Promoting Cognitive Development

The educator must understand strategies for assessing a preprimary-aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:

- facilitate the acquisition of skills to acquire, organize and use information in increasingly complex ways.
- create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information.
- extend children's thinking and learning and move them to higher levels of functioning.
- assist children to play, evaluate, reflect on, revisit, and build on their own experiences.
- allow children to construct understanding or relationships among objects, people and events.
- encourage the use of construction and numeracy skills.
- encourage the development of language and communication skills.
- encourage the use and construction of literacy skills.
- allow children to construct knowledge of the physical world, manipulate objects for desired effects and understand cause-effect relationships.

### 1. Promoting Curiosity

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.1.1	Participates in active exploration of materials in order to encourage curiosity	Provides opportunities for children to ask questions, find answers and organize information through active exploration	Extends children's thinking by helping them observe and collect information, ask questions and predict
II.B.1.2	Observes a child's interest and curiosity in people, objects and their environment and builds on the interest	Encourages children to experiment, problem solve and learn about cause and effect	Constructs activities that allow children to understand their world through experimentation and problem solving
II.B.1.3	Helps children recognize cause and effect when they handle objects	Facilitates opportunities for children to learn about cause and effect while playing and experimenting with objects	Constructs activities that help children manipulate objects to learn cause and effect



Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.1.4	Talks honestly and respectfully about similarities and differences that children recognize in people, families and communities	Provides opportunities for children to learn about themselves, their family, languages spoken by those in the program and community	Creates opportunities for children to learn about interests, traditions, languages, cultures, and countries of origin of other families in the program and community
II.B.1.5	Participates in everyday activities to promote learning about nature and science	Models a positive relationship with nature and provides opportunities for children to interact with natural materials and environments	Explains to coworkers, families and community partners the importance of fostering an connection to nature and the outdoors

## 2. Encouraging Communication

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.2.1	Recognizes and responds to children's verbal and non-verbal communication	Facilitates children's verbal and nonverbal communication with adults and other children, including opportunities for children to engage in home language conversations and experiences	Builds positive relationships among children with varying communication skills and encourages them to talk to adults and other children
II.B.2.2	Participates in back and forth conversations with children about their lives in and out of the early childhood program	Uses appropriate vocabulary, grammar and sentence structure when narrating actions for younger children and when talking with older children	Models the use of different kinds of words and sentence structures to expand the language skills of children using words to communicate
II.B.2.3	Recognizes that young Dual Language Learners (DLL) need to hear and be supported to communicate in both home-language development and English-language development	Intentionally responds to DLL by employing strategies that encourage DLL to feel confident in the acquisition of their home language and a new language	Applies current research and theories of language use, language acquisition and development of a second language including the use of home languages in domain-specific activities

### 3. Building Foundations for Literacy and Numeracy

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.3.1	Recognizes and builds on math play that naturally occurs among children	Plans learning experiences that give children opportunities to represent mathematical ideas and make connections	Analyzes, evaluates, and applies current research and best practices in mathematics teaching and learning
II.B.3.2	Encourages children to learn about early math including numbers and operations, shapes and spatial awareness, patterns, measurement and using math to make sense of information by providing materials and experiences	Provides a math-rich learning environment that encourages exploration of numbers and operations, shapes and spatial awareness, patterns, measurement and data analysis or using math to make sense of information	Designs and provides families with math resources and information
II.B.3.3	Is familiar with and uses math vocabulary, such as the words “more”, “less” “over”, “under”, ‘taller’, names of shapes and numbers	Models math language through the use of questions and math vocabulary	Explains to coworkers, families and community partners the importance of using communication to build mathematical knowledge and processing skills
II.B.3.4	Participates in word and sound play, singing, reading and storytelling	Utilizes a variety of strategies to introduce word play, singing, reading and storytelling in home and other languages	Invents literacy activities that engage children in learning about word and sound play, reading and storytelling using knowledge of first and second language acquisition processes
II.B.3.5	Points out written symbols and print in the environment	Prepares a language rich environment including materials written in languages represented in the community	Facilitates understanding of the relationship between spoken and printed words
II.B.3.6	Participates in emerging writing and drawing activities with children	Provides opportunities for emerging writing and drawing	Incorporates a wide variety of writing, drawing and art materials for children to choose from for open-ended expression
II.B.3.7	Carries out a range of planned emerging reading and literacy activities	Facilitates children’s interest in print, attention to sounds, conversation, letter knowledge and vocabulary and links literacy and language	Explains to coworkers, families and community members practices that strengthen and promote emerging reading and literacy development

## C. Promoting Social and Emotional Development

The educator must understand strategies for assessing a preprimary-aged child's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:

- establish environments in which responsive and predictable interaction sequences occur.
- structure the classroom to promote positive, constructive interactions between and among children.
- promote healthy peer relationships.
- build in each child a sense of belonging, security, personal worth, and self-confidence toward learning.
- allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems.
- facilitate the development of self-acceptance, self-control and social responsiveness in children through the use of positive guidance techniques.
- promote children's understanding, acceptance and appreciation of human differences due to social, cultural, physical or developmental factors.

### 1. Establishing Safe, Stable, Nurturing Relationships that Promote Social and Emotional Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.1.1	Forms a trusting, responsive relationship and helps each child feel accepted	Establishes a sense of trust and belonging within the group of children	Analyzes, evaluates and improves practices, interactions and activities intended to promote relationship building
II.C.1.2	Demonstrates consistency, continuity and responsiveness when supporting children's emotional development	Provides a learning environment that is predictable and responsive	Develops policies and procedures that help maintain consistency of caregiving and education
II.C.1.3	Recognizes safe, stable, nurturing relationship can provide a buffer against some effects of prolonged stress and/or trauma	Provides a safe, stable, nurturing relationship for children experiencing stress and/or trauma	Offers families support and information regarding community services when families experience stress and/or trauma
II.C.1.4	Helps children learn and use positive social skills and make appropriate choices	Offers experiences and activities as well as uses self-talk to promote social and emotional development	Analyzes, evaluates, and applies current best practice and research-based practices which promote social and emotional development

## 2. Supporting Self-Regulation

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.2.1	Recognizes and encourages children as they learn to manage their physical and emotional responses, maintain attention, and comfort themselves	Provides activities and organizes the environment to support a child's developing self-regulation	Explains to coworkers, families and community partners the importance of self-regulation in young children and the importance of external supports including support from others
II.C.2.2	Forms a safe, stable, nurturing relationship with each child to provide a secure base from which to explore	Facilitates increasing sense of autonomy and independence by consistently providing a secure base from which to explore	Develops policies and procedures which support the increasing sense of autonomy and independence

## 3. Facilitating Positive Separations, Reunions and Transitions

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.3.1	Assists child in settling into early childhood program	Identifies and mimics family routines to provide continuity from one setting to another and from one person to another	Develops policies and procedures to ease transitions and promote consistency across and within settings
II.C.3.2	Describes the emotional responses of child and parent during separations, reunions and transitions	Supports expression of emotions and suggests strategies for coping during separations, reunions and transitions	Identifies and addresses atypical emotional reactions to separations, reunions and transitions
II.C.3.3	Follows set routines for changing from one activity to another	Provides adequate time and support for smooth transitions from activity to activity	Collaborates with others to design smooth transitions from one age group to another
II.C.3.4	Recognizes routine activities and transitions as teachable moments	Utilizes routine activities and transitions to build relationship, expand on child's interest and build skills	Explains to coworkers, families and community members the importance of routines and transitions in learning

#### 4. Encouraging Expression of Emotions

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.4.1	Recognizes the range of and variety of ways a child expresses emotions and needs; responds appropriately	Establishes an environment in which children feel safe to explore their emotions and receive support	Explains to coworkers, families and community partners the importance of an environment that supports the expression of emotions in developmentally and culturally appropriate ways
II.C.4.2	Helps children express feelings, needs and desires and understand those of others	Uses a variety of strategies to assist children in learning to express emotions in appropriate ways within the context of the family and/or culture	Develops learning activities in which children learn to control impulses, express a range of feelings, self-regulate, make choices and solve problems
II.C.4.3	Recognizes the effects of stress and trauma and supports a child within the program	Recognizes signs of emotional distress in a child/ family and takes necessary action, such as initiating discussion with family, providing information and resources to prevent child abuse; makes referrals for community support and/or reports to authorities	Explains to coworkers, families and communities the developmental consequences of stress and trauma related to adverse experiences such as transitions, loss, neglect and abuse

#### 5. Supporting Healthy Peer Relationships and Interactions

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.5.1	Assists children in playing with others	Provides opportunities for children to interact with others with similar and different characteristics	Designs experiences to teach respect and appreciation of others
II.C.5.2	Acknowledges sharing, helping, cooperation and positive interactions among children	Facilitates positive peer interactions and helps children interact cooperatively	Designs and implements a variety of strategies to teach children to negotiate conflict and resolve challenging interactions

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.5.3	Calls attention to the gestures, sounds, and facial expressions of other children and talks about feelings, ideas and actions of others	Uses everyday moments to help children develop an understanding of the feelings, ideas and actions of others; recognizes people of various cultures express feelings in different ways	Creates activities and opportunities to help children understand the feelings, ideas and actions of others and to offer support

## 6. Providing Guidance

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.6.1	Describes realistic expectations of behavior for children at different developmental ages	Understands how a variety of factors can influence a child's behavior	Evaluates known and unknown factors which might be influencing a child's behavior; mitigates those over which there is some control
II.C.6.2	Assists children in following simple rules, routines and directions	Plans schedules, routines, and the program environment based on realistic expectations	Adapts schedules, routines and environment based on knowledge of child, child's age, temperament, language, communication skills, interests, cultures and abilities
II.C.6.3	Observes and attempts to identify emotions underlying challenging behaviors; recognizes cultural differences in expressing emotions	Teaches children a variety of ways to cope with and to express emotions	Reflects on personal reaction to expression of strong emotions and challenging behaviors; creates environment that supports each child's developing sense of self-esteem, autonomy and independence
II.C.6.4	Gathers information from families to gain a greater understanding of children's behavior	Partners with family members to promote consistent responses to challenging behavior	Develops a variety of positive strategies to address challenging behavior and collaborates with family to identify mutually agreed-upon strategies



Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.6.5	Uses positive guidance strategies designed by staff, colleagues, and families to address a child's challenging behaviors	Anticipates and avoids challenging behaviors using positive guidance strategies	Evaluates and continuously improves guidance strategies
II.C.6.6	Visually scans and monitors the early childhood environment to anticipate and redirect potential misbehavior	Demonstrates appropriate responses when challenging behavior cannot be avoided; cares for children involved and notifies parent(s) if appropriate	Develops policies and procedures regarding challenging behavior that include proactive strategies to prevent it and appropriate responses when it cannot be avoided

## D. Promoting Physical Development

The educator must understand strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:

- foster a positive attitude toward physical activity.
- enhance preprimary-aged children's perceptual skills; balance and coordination; and flexibility, strength, and endurance.
- support age-appropriate risk-taking within safe boundaries.
- help children become competent in acquiring basic gross and fine motor skills.
- facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness and physical safety.
- meet children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene and nourishment and elimination.

### 1. Promoting Physical Development (See also: Health, Safety and Nutrition)

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.D.1.1	Actively takes part in and assists children in practicing healthy habits	Provides meaningful experiences and activities related to health, safety and nutrition that help children develop lifelong healthy habits	Assesses, evaluates and continuously improves health, safety and nutrition practices based on current research

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.D.1.2	Encourages and participates in structured and unstructured play while actively supervising	Plans age-appropriate activities at least twice daily that encourage physical movement in open, safe areas; involves families in planning and participating in children's physical activity	Develops policies, practices and an environment that promotes lifelong physical activity habits in indoor and outdoor play spaces and limits screen time; informs families about the research-based recommendations for children's active play and screen time
II.D.1.3	Describes skills being developed in gross motor, balance and knowing where your body is in space and the development of eye-hand coordination	Plans indoor and outdoor activities, materials and space(s) that are appropriate for each child's development of gross motor skills, understanding of where the body is in space (proprioception) and balance (vestibular system)	Creates activities based on knowledge of progressive developmental milestones in physical/motor development, and the vestibular and proprioceptive systems, to promote the optimal development of each child
II.D.1.4	Actively takes part in and assists children in carrying out a variety of physical activities; describes what various equipment does to support development	Provides ample time and activities to encourage movement, physical development, gross and fine motor skills, and an understanding of where the body is in space (proprioception) and balance (vestibular)	Assesses analyzes, evaluates, and applies current best practice and research-based practices to promote physical development, large muscle strength and coordination, and the development of vestibular and proprioception systems
II.D.1.5	Assists children in activities that build vision and eye-to-hand coordination and fine motor skills	Plans and offers meaningful activities to promote the development of vision, eye-to-hand coordination, and brain development, which lead to fine motor skills	Analyzes, evaluates, and applies current best practice and research-based practices to promote eye-hand coordination, hand strength and dexterity; anticipates next stage to promote individual development
II.D.1.6	Recognizes that children need activities that allow the use of all their senses and actively takes part in these activities	Provides multi-sensory materials and experiences for exploration	Analyzes, plans, selects and/or finds materials in nature to ensure rich experiences that enhance physical and sensory development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.D.1.7	Uses understanding of predictable patterns of development to support children as they learn to complete self-help activities as independently as possible	Provides opportunities and scaffolding techniques to support children who are interested and developmentally ready to develop self-help skills that include motor sequences such as dressing, toilet learning, and feeding	Engages coworkers and families in identifying signs of readiness to exercise appropriate self-help skills

## E. Promoting Creative Development

### 1. Encouraging Self-Expression

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.E.1.1	Encourages children to use a variety of everyday materials to pretend, dance, make music and create	Provides time, materials and space to allow children to explore and experiment with self-expression and creativity through a wide variety of media	Explains to co-workers, families and communities how children represent their thoughts, feelings, and ideas through creative outlets
II.E.1.2	Recognizes that using materials in new ways is creative	Creates an environment in which self-expression and creativity are valued	Explains to co-workers, families and communities that creativity is important in problem solving, self-expression, development of self-esteem and divergent thinking
II.E.1.3	Encourages the creative process rather than creation of a product	Encourages children to respectfully express their likes and dislikes in music, art and drama	Introduces children to creative expression and aesthetic experiences in their community and from a variety of cultures
II.E.1.4	Uses self and parallel talk to describe a child's creative work	Asks open-ended questions to encourage use of materials in different ways, support creative development, and accept personal preferences	Assesses, evaluates and continuously improves art, music, and dramatic play experiences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.E.1.5	Encourages children to use materials in more than one way	Provides materials that are open-ended and can be used in more than one way	Explains to co-workers, families and communities what children learn from opportunities to experiment with and use materials to problem solve in creative ways

## 2. Supporting Dramatic Play

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.E.2.1	Provides uninterrupted blocks of time to encourage pretend play	Plans ample indoor and outdoor time and materials for individual and group dramatic play	Explains to colleagues, families and community members the importance of play and the learning being demonstrated, including social skills, self-regulation and language development
II.E.2.2	Engages with children during play in a way that enhances learning	Uses a variety of strategies to encourage children's growth, development and learning during play	Evaluates daily schedule and curriculum to ensure an emphasis on play, exploration and social interaction

2020

## F. Cultural Responsibility and Practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.F.1	Demonstrates respect for and responsiveness to all children including those with disabilities, special health care needs, <b>historic trauma</b> , and those from culturally and linguistically diverse backgrounds	Ensures inclusion, in all aspects of program, of children with disabilities, children with special health care needs, historic trauma, and those from culturally and linguistically diverse backgrounds	Assesses, evaluates, and continually improves the environment to ensure it is culturally and linguistically responsive and promotes the respect of differences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.F.2	<p>Recognizes negative images and behaviors in the larger society toward child and their cultural, ethnic, social, gender, or language group</p> <p>Recognizes the negative impact of a lack of images that affirm the identities of children from a minority cultural, ethnic, social, gender, or language group</p>	<p>Modifies the classroom environment to counteract negative images and behaviors in the larger society toward child and their cultural, ethnic, social, gender, or language group and to promote positive ones. Chooses, discusses, and reinforces books, images, examples of languages, and activities to show a variety of seldom seen, positive images throughout the year, not just on special occasions</p> <p>Anticipates the impact of popular media images and messages that may have negative impacts on children from some cultural communities and researches effective ways to counter them in the classroom</p>	<p>Advocates for changes in the program environment and promotes shared learning among co-workers to counteract negative images and behaviors in the larger society toward child and their cultural, ethnic, social, gender, or language group and to promote positive ones</p> <p>Selects and promotes to staff and colleagues sources of books, images, music, and activities that show a variety of seldom seen, positive images of children and families from a variety of cultural, ethnic, social, gender, and language groups</p>
II.F.3	<p>Recognizes and gives examples of ways to show respect for the home language or dialect of children (including sign language) as they learn standard English</p> <p>Recognizes and gives examples of ways to support efforts by families to have their children reclaim and/or preserve their home language</p>	<p>Plans ways to demonstrate respect visually and in learning activities for the home languages and/or dialects (including sign language) of children and their families</p> <p>Anticipates interest and identifies classroom strategies that support efforts by families to have their children reclaim and/or preserve their home language</p>	<p>Organizes and promotes professional development training on ways to incorporate across the program respect for and preservation of the home language or dialect of children (including sign language) as they learn standard English</p>
II.F.4	<p>Talks honestly, knowledgeably, and respectfully about similarities and differences that children recognize in people, families, and communities</p>	<p>Provides practical opportunities for children to learn about themselves, their family, and languages spoken by those in the program and community</p>	<p>Creates practical opportunities for co-workers and children to learn about interests, traditions, languages, cultures, and countries of origin of other families in the program and community within the program environment</p>

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.F.5	<p>Recognizes cultural differences in styles of communication and approaches to problem solving with welcoming and affirming curiosity, rather than judgement</p> <p>Describes optimum forms of essential skills, such as courtesy and consideration, in different cultural traditions</p>	<p>Prepares exploratory activities that enable children to use a variety of approaches to learning, including <b>communal skills, interdependence, and independence</b></p> <p>Shows and discusses ways that essential skills, such as courtesy and consideration, are expressed in different cultural traditions and establishes a classroom standard</p>	<p>Collaborates with staff, families, and colleagues to design ways to share information about cultural similarities and differences across the program and to establish program standards for character development, courtesy, and consideration</p>

## Content Area III: Relationships with Families

### PELSB Standard

*An educator of young children establishes and maintains positive, collaborative relationships with families.*

The educator must understand:

- the need to respect families' choices and goals for their children, and the need to communicate with families about curriculum and their children's progress
- the need to be sensitive to differences in family structures and social and cultural backgrounds.
- theories of families and dynamics, roles and relationships within families and between families and communities.
- how to support families in assessing education options and in making decisions related to child development and parenting.
- how to link families with a range of family-oriented services based on identified resources, priorities, and concerns.

## Competencies

### A. Understanding Families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.A.1	Understands parenting as a lifelong process	Describes the connectedness, interrelation, interdependence and multigenerational aspects of family development	Recognizes and explains parenting issues, strategies and successes associated with each stage of development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.A.2	Recognizes the importance of children's relationship with their family and supports parents emerging competencies	Supports and reinforces parent and family strengths, emerging competencies and positive parent-child interactions; suggests strategies to help family envelop child into busy lives and to find pleasure in parenting their child	Builds on strengths of parent(s) and family; reinforces positive adult-child interactions; promotes parental competence in facing challenges and solving problems

## B. Engaging Families (See also: Assessment, Evaluation and Individualization)

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.1	Recognizes the importance of an orientation period, answers questions about the program and assists child in transitioning to the program	Offers an orientation period to assist child in transitioning to the program; learns about each child's family, routines, background, languages spoken in the home and countries they consider most important to their identity	Designs an orientation period that supports a new child transitioning into the group as well as existing members; explains the importance of the orientation
III.B.2	Welcomes families daily by following program policies and practices for separations and reunions	Establishes and maintains a welcoming setting to facilitate positive separations and reunions	Uses information about each family to create an environment that is welcoming and reflects home culture, ethnicities and languages; models positive separations and reunions
III.B.3	Exchanges information with family members about the child's activities; information is provided in their home language and through the use of the family's preferred strategy whenever possible	Establishes an open, cooperative, reciprocal relationship with each child's family; daily events are communicated using the home language and preferred strategy of the family whenever possible	Accesses and uses resources to facilitate communication with family members in their home language and through the use of the family's preferred strategy whenever possible



Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.4	Responds appropriately to family's questions about growth and development and/or refers them to the supervisor	Provides information and assistance to families to help them understand typical growth and development; what they can do to promote health, executive function (planning, organizing; monitoring goal-oriented behaviors), language, social emotional and cognitive development as well as family relationship building	Utilizes resources to expand the depth and breadth of information provided to families and co-workers, as well as to educate self
III.B.5	Carries out activities to meet agreed-upon goals families have for their children	Works with families to incorporate mutually agreed upon child-rearing practices; balances desires and goals of multiple families for their children when planning	Collaborates with the family to assess progress on goals for child's development; plans learning activities in response to joint planning and ensures that families have information to make informed decisions about their child's growth and development
III.B.6	Observes and describes child's progress toward agreed-upon goals to family members	Communicates the child's progress toward agreed-upon goals with families; conducts periodic parent conferences	Establishes policies and procedures for regular communication about progress toward agreed-upon goals
III.B.7	Recognizes that families pass their traditions and culture to children and encourages family members to share talents, skills and cultural practices in the early childhood program	Invites family members to share talents, skills and cultural practices and arranges opportunities for families to participate in learning activities with children at home	Considers the influence of cultural heritage on the values, decisions, and behavior of self and others
III.B.8	Describes cultural, economic and family values related to use of food	Promotes awareness of cultural, economic and family values related to the use of food	Creates a process that includes families in decisions regarding the use of food
III.B.9	Follows policies and procedures to work with families when concerns or conflicts are expressed	Engages in cooperative strategies to address conflict	Uses effective conflict resolution techniques with families when needed

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.10	Views families as partners in planning for changes in groups or educational programs	Provides families with information and establishes connections to future early childhood programs	Collaborates with families and community partners to coordinate services for children leaving the early childhood classroom or program
III.B.11	Helps child practice skills using strategies identified in their Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIIPs)	Engages with families and special education team to develop Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIIPs) that are clear and understandable	Explains to co-workers, families and communities the family's legal right to services within the special education and interagency service system; supports the family in advocating for services for their child

### C. Linking Families to Resources

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.C.1	Follows established confidentiality policies regarding family information, child observations and assessment records and child's behavior	Implements confidentiality policies of family information, child observations, assessment records and child's behavior	Engages families in the development of confidentiality and other program policies
III.C.2	Describes community, health and social resources for families	Identifies community resources and provides families with information; refers parents and guardians to community agencies, health or social services when needed	Analyzes, evaluates, and applies current best practice and research-based practices to determine when a referral is needed

2020

**D. Cultural Responsibility and Practice**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.D.1	Recognizes the importance of children's relationship with their family and supports parent and family strengths and emerging competencies	Supports and reinforces parent and family strengths, emerging competencies, and positive parent-child interactions; suggests culturally congruent strategies to help family envelop child into busy lives and to find pleasure in parenting their child	Builds on strengths of parent(s) and family; reinforces positive adult-child interactions; promotes culturally specific child rearing competencies in maximizing opportunities, facing challenges and solving problems
III.D.2	<p>Recognizes the socio-economic, legal, and judicial context in which families from different cultural communities exist</p> <p>Recognizes and employs <b>positive cultural messages</b> communicated about children from a range of backgrounds to strengthen connections with families and their communities</p>	<p>Relates positive cultural messages about children from a range of backgrounds to suggested learning activities that can also contribute to their families, households, and their communities, recognizing that every cultural group may have culturally rooted goals for their children</p> <p>Engages families in conversations to determine what types of learning activities can also contribute to families, households, and their communities, bridging the connection between home and school</p>	<p>Collaborates with colleagues to design ways to integrate a range of positive cultural messages communicated about children of varied cultural backgrounds into the program environment</p> <p>Organizes training and coaching sessions in which culturally specific child rearing techniques recommended by culturally rooted researchers of color are pointed out and explained</p>
III.D.3	Recognizes that families pass their cultural perspectives, traditions, and culture to children; encourages family members to share talents, skills, and cultural practices in the early childhood program; and reflects on changes or adaptations that can be made in response	Invites family members to share their cultural perspective, talents, skills, and cultural practices and arranges opportunities for families to participate in learning activities with children at home, highlighting different cultural practices	Promotes and mentors co-workers to consider the influence of culture on programmatic values, decisions, and behavior of self and others

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.D.4	<p>Recognizes cultural perspectives and strengths exhibited by families, such as intergenerational and community cohesion and resiliency</p> <p>Recognizes need to change or adapt practices, methodologies, framework, and/or strategies in response to what she/he has learned from families and communities</p>	<p>Changes or adapts teaching practices, methodologies, and framework to build upon the cultural strengths and perspectives of families and communities</p> <p>Plans intergenerational activities with families that emphasize a variety of cultural values such as interdependence, problem solving, and stewardship</p>	<p>Designs and advocates for reflective sessions in which staff and colleagues can analyze and compare cultural assumptions that influence programmatic design, operational processes, and instructional framework</p> <p>Promotes programmatic changes and works with co-workers on adaptations that build upon the cultural perspectives and strengths of families and communities</p>
III.D.5	<p>Describes community, health, and social resources for families, including those that are culturally congruent</p>	<p>Identifies culturally congruent community resources that are trusted by community and provides families with information; refers parents and families to community agencies, health, or social services when needed</p>	<p>Analyzes, evaluates, and applies current promising practice and research-based practices that are culturally congruent to determine when a referral is needed</p>
III.D.6	<p>Recognizes and describes essential elements of organizations that are culturally congruent with specific cultural communities</p> <p>Recognizes and describes essential elements of organizations that provide excellent services to individuals from a wide range of cultures</p>	<p>Connects families to <b>culturally or socially supportive</b> organizations, advocates, and events in their communities</p> <p>Identifies a variety of resources that accommodate individual as well as cultural preferences</p> <p>Dismisses the assumption that individuals from particular cultural groups will always prefer services from their own cultural community</p>	<p>Builds relationships with culturally and socially supportive organizations and recommends to staff and families organizations, advocates, and events in communities reflective of the families of the children served</p> <p>Collaborates with staff to create ways to help families establish relationships with culturally or socially supportive organizations, advocates, and events in their own cultural communities as well as those within the dominant culture</p>

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.D.7	Lists and locates knowledgeable and trusted community-based organizations, institutions, and businesses reflective of the cultural communities of the families served	<p>Engages with knowledgeable and trusted community-based organizations or institutions to provide advice, services, and expertise</p> <p>Gives families the option to connect with community-based organizations and institutions or those in the dominant culture respecting each family's right to make informed choices</p>	<p>Advocates for and prioritizes engaging knowledgeable and trusted community-based organizations, institutions, and businesses to deliver services and expertise to the program</p> <p>Collaborates with staff to create ways to help families establish relationships outside the program setting with knowledgeable and trusted community-based organizations and institutions or those in the dominant culture</p>

## Content Area IV: Assessment, Evaluation and Individualization

### PELSB Standard

*An educator of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices.*

The educator must understand:

- how to observe, record, and assess young children's development and learning and engage children in self-assessment.
- how to use information gained by observation of family dynamics and relationships to support the child's learning.
- how to use assessment results to identify needs and learning styles to plan appropriate programs, environments, and interactions.
- how to develop and use formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.

### Competencies

#### A. Observing, Recording and Assessing Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.1	Observes each child daily, using guidelines set by the program	Utilizes a variety of methods on multiple occasions to observe and assess strengths, needs, interests, preferences, and ways of responding to people and events	Explains to co-workers assessment theories, research methods and importance of sharing results with families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.2	Follows procedures for gathering observations, recording and storing information	Collects and organizes information about each child, including photographs, observation notes, samples of work, reports from family members and anecdotal records to use in discussion and planning for each child	Establishes criteria, procedures and documentation methods for assessment of a child's progress in English and their home language; leads efforts in assessing each child's strengths and needs
IV.A.3	Describes the linguistic and cultural background of each child being observed	Assesses child in English and their home language whenever possible	Analyzes, evaluates, and applies current best practice and research-based practices related to the assessment of culturally and linguistically diverse children
IV.A.4	Describes to others on the assessment team a child's performance on tasks and activities	Summarizes and shares assessment findings with families; asks for their input	Analyzes assessment findings and uses information with families to develop mutually agreed upon child-rearing practices and goals for child's development
IV.A.5	Follows directions when doing ongoing assessment to make sure it is done correctly	Implements ongoing formative assessment procedures; uses ongoing observations to identify progress demonstrated both verbally and nonverbally	Evaluates and chooses appropriate assessment instruments to be used based on the needs of the child and the developmental appropriateness of the data collection method (if interpreter is used, understands the importance of fidelity of the assessment)
IV.A.6	Recognizes how physical setting, context and person assessing can influence the assessment process and results	Identifies and minimizes effects of physical setting, context or characteristics of the assessor on the assessment process and results	Models, orients and reviews assessment processes with co-workers that reduce and/or eliminate influences on assessment results; includes contextual influences when interpreting results

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.7	States rules and regulations for health and developmental screening; describes the difference between screening, assessment and evaluation	Provides families with information about screening and state requirements; identifies resources for children with risk factors; shares resources with parents and/or guardians; makes appropriate referrals	Explains local process for initiating referrals for young children with health and developmental concerns to co-workers, families and communities

## B. Assessing and Using Information to Plan (See also: Relationships with Families)

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.B.1	Reports information from child's day to their family	Discusses child's daily activities with family to plan and promote consistency between home and early childhood program	Formulates and shares effective strategies with family to ensure child's needs are met; works with families to identify ways for learning to be extended at home
IV.B.2	Reflects on observations and responds quickly to support newly developing skills	Uses child observations to plan meaningful activities that promote growth and development and communicates this to family members	Analyzes findings from authentic, performance-based assessments of child's learning in English and home language; intentionally uses the information to plan for and guide curriculum, instruction and interactions with child; communicates with families
IV.B.3	Assists in adjusting activities for child using information from assessment	Facilitates child's learning based on multiple sources of information gathered over time (parent report, observations, screening, formative assessment)	Adapts learning environment and instructional strategies based on child's assessment results; communicates adaptations to co-workers and volunteers
IV.B.4	Observes family interactions and intentionally comments on strengths to family members	Gathers information to better understand the nature and strengths of each family in an effort to provide information, guidance and support for the family as the primary relationship within which learning occurs	Considers factors that contribute to resiliency and risk in development of healthy family relationships and integrates them into programming



### C. Assessing and Using Information to Enhance and Maintain Program Quality

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.C.1	Participates in program evaluation including use of assessment tools to ensure continuous program improvement	Reflects on program effectiveness using data from assessments and evaluation results to ensure continuous improvement	Selects a variety of techniques, assessment tools and procedures to evaluate program effectiveness; modifies program as needed
IV.C.2	Participates in goal-setting for the program	Engages in strategic planning and goal-setting for the program based on evaluation	Collaborates in strategic planning and goal-setting for the program using current research and trends in programing models

### 2020 D. Cultural Responsibility and Practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.D.1	Encourages children to interact with others one on one and in small and large groups as they explore, experiment, and problem solve, affirming individual and cultural differences	Offers children meaningful, hands-on activities that support and practice newly acquired skills, encourages exploration and experimentation, building upon skills exhibited at home and at school	Constructs learning environments and teaching methods that allow children to make choices, participate in individual, small group and large group experiences, and explore, experiment and problem-solve, building upon skills exhibited at home and at school
IV.D.2	<p>Recognizes advanced skills and abilities that children exhibit at home and are valued within their culture and by their families</p> <p>Encourages families to notice and talk about skills and abilities that children exhibit at home</p> <p>Dismisses assumptions that children of color are often developmentally behind, and is able to recognize advanced skills as well as boredom in children of color</p>	<p>Engages families in conversations about child's advanced skills and abilities exhibited at home that may not be easily observed/ defined at school</p> <p>Plans effective and affirming learning activities by asking questions of families and eliciting details that contribute to developing teaching strategies that work well for children from different cultural backgrounds</p>	Using family input, collaborates with co-workers to accurately interpret and appropriately connect skills and abilities children are exhibiting at home and at school to the Minnesota Early Childhood Indicators of Progress and other standards and assessments used in the field

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.D.3	Observes each child daily, using guidelines set by the program and informed by parents/families	Utilizes a variety of methods, including some that are <b>culturally specific</b> , on multiple occasions to observe and assess strengths, needs, interests, preferences, and ways of responding to people and events	Explains to co-workers assessment theories and research methods, including some that are culturally specific, and the importance of sharing results with families
IV.D.4	Recognizes when classroom observations and assessments do not capture or reflect skills and abilities valued by families, some of which may be culturally specific	Chooses appropriate tools that are culturally specific and engages with families to help identify skills and abilities and to inform assessments of children	Advocates for and prioritizes culturally appropriate and culturally specific tools to be used in the program for child assessments  Trains and coaches staff on ways to use supplemental information from families in child assessments

## Content Area V: Historical and Contemporary Development of Early Childhood Education

### PELSB Standard

*An educator of young children understands historical and contemporary development of early childhood education.*

The educator must understand:

- the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice.
- the effects of societal conditions on children and families, and current issues and trends, legal issues, legislation, and other public policies affecting children, families, and programs for young children and the early childhood profession.

### Competencies

#### A. Understanding Foundations of Early Childhood Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
V.A.1	Recognizes historical practices may impact programming and interactions with children	Summarizes historical, social and political influences on current early childhood practices	Explains to co-workers, families and communities the early childhood profession and historical, social, and political influences on its current practices
V.A.2	Is aware that developmental theory and research represent particular perspectives and are not necessarily held by all	Discusses a variety of cultural developmental perspectives, theory and research	Reflects on cultural developmental theories and research and how it affects personal behavior and practices

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
V.A.3	Recognizes that current trends exist and may impact programming and interactions with children	Identifies current trends and evidence-based practices in the early childhood field and revises practice accordingly	Analyzes, evaluates, and applies current best practice and research-based practices to daily interaction and practice with children and families
V.A.4	Recognizes the value of quality in early care and education programs	Models continuous improvement efforts to build quality programming	Promotes local, state and national quality improvement efforts; educates consumers

## B. Adhering to Policies

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
V.B.1	States program policies	Implements program policies	Contributes to development of state or program policies
V.B.2	Describes federal, state, tribal and local policies that impact early childhood programming, such as quality initiatives	Provides programming in accordance with standards set by federal, state, tribal and local early childhood policies	Contributes to the development of and/or explains to co-workers, families and community members federal, state, tribal and local policies related to early childhood programming

## Content Area VI: Professionalism

### PELSB Standard

*The educator of young children demonstrates a view of professional development as a career-long effort and responsibility, including engaging in personal learning as a daily and as a career-long effort and responsibility to inform instructional practices and interactions with children.*

The educator must understand:

- engaging in continuous learning is essential in providing effective care and education.
- how to apply effective practices.
- which behaviors demonstrate professional and ethical behavior.

## Competencies

### A. Engaging in Professional Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.A.1	Participates in ongoing professional development activities, asks questions, and reflects on learning	Plans, engages and reflects on ways to improve own competence through professional conferences, resources, further education and training opportunities	Prioritizes ongoing professional development activities for self and others, and aligns these with practices
VI.A.2	Understands professional growth is a continuous process; reflects on learning and incorporates it into practice(s) with the help of peers and supervisors	Promotes and models best practices at all times including when working with students, volunteers and families	Supervises co-workers, student teachers, practicum students and volunteers to support them in using best practice and meeting professional-development goals

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.A.3	Recognizes strengths and opportunities for growth and change; responds to helpful feedback by monitoring and changing behavior	Reflects on teaching and program practices, observations of children, outcomes, feedback and constructive criticism to further develop personal goals for teaching and improving practices	Evaluates individual differences, multiple perspectives and values observed in a variety of instructional practices
VI.A.4	Has or is gaining useful technological skills to support program goals	Utilizes technological skills to meet program goals	Creates program policy regarding appropriate content of media, software and technology and its use
VI.A.5	Recognizes websites have differing levels of credible information	Reviews website information to determine its level of credibility using standard criteria	Analyzes website information and consistently relies on credible sources; appropriately cites materials

## B. Demonstrating Professionalism

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.B.1	States the mission and purpose of the program	Promotes the mission and purpose of the program	Explains the mission, purpose and standards of the program to colleagues, families, and others
VI.B.2	Recognizes own belief system regarding early care and education	Describes personal philosophy of early care and education	Evaluates early care and education program(s) and practices for consistency with personal philosophy
VI.B.3	Establishes professional boundaries with children, families and co-workers	Articulates and discusses issues and boundaries in relationships with families and co-workers	Develops policies and explains issues related to establishing professional relationships with families and co-workers
VI.B.4	Recognizes when ethical issues come up and shares concerns with co-workers	Adheres and refers to the National Association for the Education of Young Children (NAEYC) code of ethics for early care and education and models its use in decision making	Explains to co-workers and families how NAEYC code of ethics can be used for making professional decisions; contributes to group problem-solving of ethical dilemmas

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.B.5	Demonstrates self-awareness and takes care of oneself	Reflects on own emotional well-being, its impact on young children and peers and takes steps to be mentally healthy as well as to avoid burnout	Models for others ways to care for self in order to better care for others
VI.B.6	Names one professional activity, association, committee or networking group	Participates in one or more professional activity, association, committee or networking group	Serves in a leadership position in a professional activity, association, committee or networking group

### C. Cultural Responsibility and Practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.C.1	Recognizes strengths and opportunities for growth and change by seeking out situations in which one is a cultural, racial, or ethnic minority; responds to helpful feedback by monitoring and changing behavior	Reflects on teaching and program practices, observations of children, outcomes, feedback, and constructive criticism from peers of a different race, culture, or ethnicity to further develop personal goals for teaching and improving practices	Evaluates individual differences, multiple perspectives, and values observed in a variety of instructional practices, paying particular attention to unintended, culturally based assumptions
VI.C.2	Explores and reflects upon own cultural identity, assumptions, preferences, privileges, and biases, describing how they originated and are reinforced or mitigated	Identifies ways in which one's own culture and privilege influences practices, methodologies, and strategies  Determines what changes must be made to effectively teach children from different cultural backgrounds	Promotes and collaborates with co-workers, student teachers and practicum students to institutionalize support for self-reflection on personal privilege, cultural awareness, and implicit bias for themselves and program staff

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.C.3	Recognizes the <b>centrality of culture</b> , race, and ethnic identity in healthy development	<p>Expresses and models curiosity and knowledge about the work of researchers of color regarding principles for healthy child development in specific cultural communities</p> <p>Implements key principles specific to healthy child development in specific cultural communities in own practice</p>	<p>Recommends researchers of color, promoting and collaborating with co-workers, student teachers and practicum students to embed their relevant work into program policies and practices</p> <p>Designs accountability measures with staff and co-workers for their roles in children's healthy development</p>
VI.C.4	Observes and reflects upon own disciplinary practices to note if particular types of children are being adversely and disproportionately singled out, for example, children with darker skins, or children who are more proactive and assertive	<p>Chooses coaches and guides for recognizing own implicit biases and developing strategies for overcoming them</p> <p>Chooses coaches and guides for help with effective classroom management techniques for children from a broad range of cultures</p>	Promotes and organizes opportunities for staff and co-workers to receive information, practical training, mentoring, and coaching, emphasizing the role of implicit bias in sabotaging effective classroom management techniques for children from a broad range of cultures



## Content Area VII: Health, Safety and Nutrition

### PELSB Standard

*An educator of young children understands the importance of establishing and maintaining an environment that ensures the health, safety and nourishment of each child.*

The educator must understand:

- how to establish healthy practices.
- how to ensure safety.
- how to provide healthy nutrition.

### Competencies

#### A. Establishing Healthy Practices

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.A.1	Gives examples of national and local resources for health and safety standards for early childhood programs; complies with licensing regulations for health, safety and nutrition	Establishes and regularly reviews health routines and learning environment to ensure compliance with licensing regulations and incorporates national health standards	Analyzes and evaluates current policies and procedures for effectiveness and compliance with national health and safety standards as well as federal, state and local regulations; implements change as needed; collaborates with health and safety professionals to guide current practice
VII.A.2	Gives examples of health and safety practices	Discusses health and safety policies with family members and provides families with written information about health and safety policies prior to enrollment	Keeps current with and communicates new health and safety information to co-workers, families and community partners; incorporates recommended changes into daily practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.A.3	Conducts a daily health check on children upon entrance to the early childhood setting; recognizes signs of illness and follows guidelines for excluding ill children	Provides family members with rationale for policies regarding exclusion and readmission of ill children and co-workers; communicates potential exposures to infectious disease with families	Communicates reportable infectious disease to appropriate public health agencies and carries out public health recommendations to prevent and control the spread of further disease
VII.A.4	Practices age-appropriate standards for reducing the spread of infectious disease such as hand washing, toileting, and sanitizing toys	Teaches (and assists) children, and informs family members and co-workers about basic hygiene practices like washing hands, oral health, storage of personal items such as toothbrushes	Collaborates with early childhood health consultants and public health agencies to maintain health policies and practices based on research and best practices (e.g., nutritionist, environmentalist, health consultant, etc.)
VII.A.5	Recognizes that each child has a health record; maintains confidentiality	Works with families to maintain health records that are up-to-date for physical and oral exams, immunizations, developmental screening and emergency contact information	Proposes a process and implements a plan for the health and safety of each child
VII.A.6	Follows written health and emergency plans for each child with health care needs and disabilities including conditions such as diabetes, epilepsy, asthma, etc.	Works with families and health professionals to ensure each child with special health needs has a written health and emergency plan that is followed	Collaborates with community health professionals to ensure that the health needs of children and families are met

## B. Ensuring Safety

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.B.1	Conducts daily safety check of indoor and outdoor environment and equipment; recognizes potential hazards and informs and/or corrects	Uses knowledge of national health and safety standards as well as the risk of injury related to a child's developmental stage and abilities to plan an environment that allows a child to play and explore while safe and well-supervised	Develops written policies and applies research-based standards and strategies to promote safety and prevent injuries
VII.B.2	Describes emergency plans and follows program policies and procedures	Plans and practices emergency drills on a regular schedule; maintains and ensures availability of emergency contact information and first-aid supplies at all times	Analyzes, evaluates and applies current research and best practices in emergency procedures and implements changes
VII.B.3	Describes and follows policies and procedures for medication storage and administration	Understands and implements medication administration policies and procedures for over-the-counter and prescriptions, including documentation, medication storage, effects and side effects	Collaborates with health care professionals to assess, evaluate and continuously improve medication policies and procedures based on current research and best practice
VII.B.4	Describes and follows regulations and best practices for safe transport of children in vehicles	Teaches co-workers, families, volunteers and others approved to transport children about child passenger safety and the use of child restraint systems that are age- and weight-appropriate and comply with state and federal laws and regulations	Develops written policy that describes the procedures to be used to safely transport children in vehicles

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.B.5	Describes program policies and strategies to prevent injuries; maintains ratios and provides active supervision	Promotes child injury prevention by teaching children and families safe behaviors; ensures physical environment and planned activities are developed and maintained for safe learning	Develops written policies that describe procedures to be used to prevent unintended injuries including falls, fires and burns, drowning and poisonings; provides families with information and resources related to childhood injury prevention
VII.B.6	Directly supervises children by sight and hearing at all times; anticipates and protects children from unsafe situations; helps children follow safety rules	Teaches safety concepts and rules to children, families and co-workers; practices them consistently	Analyzes, evaluates, and applies current research and best practices to establish safety rules and procedures
VII.B.7	Recognizes and protects children from exposure to hazards related to the environment (such as pesticides, lawn applications, animals/pets, mold, mildew, garbage, diapering, lice, pests, air quality, etc.)	Upholds policies and procedures related to environmental hazards and child health and safety	Assesses and eliminates environmental issues and concerns and assures policies and procedures are current
VII.B.8	Achieves and maintains current certification in First Aid and CPR; provides appropriate care for injuries and is prepared to administer CPR	Establishes and maintains a system for documenting and reporting injuries; provides updated consumer safety alerts and recommendations for families	Analyzes and evaluates injury rates and patterns and applies current best practice and research-based practices to promote safety and prevent injuries; reports products that may have caused injury to the Consumer Product Safety Commission

## C. Providing Healthy Nutrition

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.C.1	Follows licensing regulations and food codes related to nutrition, safe food storage, preparation, handling and service	Models and monitors safe food preparation and service	Analyzes, evaluates, and applies current research and best practices to design policies and practices for safe food preparation and service
VII.C.2	Lists the parts of a healthy diet for young children, using the U.S. Department of Agriculture-Child and Adult Care Food Program (USDA-CACFP) guidelines	Ensures that menus comply with USDA-CACFP nutritional guidelines and provides alternative meals and snacks for children with food allergies or special dietary needs	Involves children and families in menu planning and accommodates cultural food preferences; provides information about healthy food choices
VII.C.3	Sits and eats with children; models healthy eating behaviors and encourages positive conversation and social interaction	Provides family style meal and snack times that encourage healthy eating behaviors and positive social engagement	Constructs an environment that supports age-appropriate development of feeding, self-help and social and emotional skills
VII.C.4	Recognizes and avoids health hazards related to food, such as choking, burns and allergies	Provides age-appropriate foods that are not associated with choking or burn hazards; actively supervises during eating activities to ensure that children are seated while eating and not engaged in activities that might pose a risk for choking (i.e., pocketing food in mouth or falling asleep); has knowledge of children with food allergies and is prepared to respond to potential health needs as they arise	Develops policies and procedures for children with medical and emergency care needs within the setting, ensures all co-workers are trained appropriately

**2020 D. Cultural Responsibility and Practice**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.D.1	<p>Recognizes racism as a health issue and describes the ways it negatively impacts the well-being of children who have witnessed, perpetrated, and/or have been victimized by it. Albert Einstein College of Medicine (<a href="https://einstein.pure.elsevier.com/en/publications/the-impact-of-racism-on-child-and-adolescent-health">https://einstein.pure.elsevier.com/en/publications/the-impact-of-racism-on-child-and-adolescent-health</a>)</p>	<p>Identifies and implements healthy strategies to reduce the effects of racism on children who have witnessed, perpetrated, and/or have been victimized by racism</p> <p>Identifies examples of good health, healing, and prevention from different cultural traditions</p> <p>Implements teaching strategies incorporating examples of good health, healing, and prevention from different cultural traditions</p>	<p>Creates opportunities for self and coworkers to understand more deeply the health impacts of racism on children who have witnessed, perpetrated, and/or have been victimized by racism, and to develop strategies to reduce its effects within the program</p> <p>Understands, articulates, and demonstrates through actions that culture is healing; culture is key to good health; and culture is prevention</p>

## Content Area VIII: Application through Clinical Experiences

### PELSB Standard

*The educator of young children applies effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, preprimary-aged and primary-aged children with a range of educational programming models.*

The educator must understand:

- how to apply effective instructional practices.

### Competencies

#### A. Applying Instructional Practices through Clinical Experiences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VIII.A.1	Names and reflects on personal disposition toward teaching and working with young children	Reflects on and assesses personal dispositions while interacting in an early childhood program	Discusses dispositions and models dispositions helpful in working with young children for others
VIII.A.2	Observes environmental organization in a variety of settings (real, video or simulated early childhood settings) with a variety of age groups	Plans learning environment for specified age of child, seeks professional feedback and coaching, and reflects on successes and challenges	Is familiar with and evaluates multiple learning environments; uses appropriate environment for learners
VIII.A.3	Describes emotional climate (the warmth, enjoyment and respect demonstrated) and instructional strategies observed in each age group's early childhood setting (real, video or simulated)	Implements planned individual and small-group activities using multiple instructional strategies; seeks professional feedback and coaching; reflects on successes or challenges	Explains how to modify emotional climate and instructional strategies to meet individual needs



## Content Area IX: Trauma Informed Care and Practice

The educator must understand:

- trauma definitions, prevalence and relevant trauma concepts.
- children's stress response systems and behaviors are impacted by trauma.
- the intersection between trauma and development: trauma can derail development and the impact of trauma is influenced by the child's developmental stage.
- how relationships are both impacted by trauma and can buffer children from the impact of trauma.
- supports for families impacted by trauma.
- the impact of trauma and secondary trauma on early childhood educators.
- the impact of intergenerational, historical and racial trauma on children, families and caregivers.
- systems to support children and families who have experienced trauma.

### What do we mean by trauma?

- Events that are perceived as threatening the life/physical integrity of the child or someone important to child (and what is perceived as a threat changes with children's developmental stage);
- Causing an overwhelming sense of terror, helplessness, and horror;
- Producing intense physical effects such as a pounding heart, rapid breathing, trembling;
- And completely overwhelming the child's available coping strategies. [And the younger the child, the fewer coping strategies they have.]

Examples include: abuse, neglect, witnessing violence, separation from an important caregiver, painful medical procedures, accidents, deep poverty, refugee experiences and race-based trauma.



## Competencies

### A. Understand trauma definitions, prevalence and relevant trauma concepts

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.A.1	Demonstrates understanding of the definition of trauma and its prevalence in early childhood	Demonstrates an understanding of the need for a 'trauma lens', i.e. the need for trauma and trauma-informed practices which recognize and respond to the impact of traumatic stress in children, families, and caregivers	Raises awareness in the early childhood community about the definition and prevalence of 'trauma' experiences for young children; advocates for trauma-informed practices which recognize and respond to the impact of traumatic stress in children, families and caregivers
IX.A.2	Acknowledges the negative impact of trauma on early brain development, learning, social-emotional development, attachment and relationships, communication and physical health	Gives examples of the negative impact of trauma on development	Facilitates parents' and other caregivers' use of a trauma-informed perspective (lens) on individual children's development
IX.A.3	Acknowledges that infants and young children are capable of 'remembering' traumatic events through sensory and 'body-based' memory and other physical reactions  Examples include sounds, smells, touch, rapid breathing	Gives examples of sensory and body-based memories, how they can be triggered, and how they may present in young children	Empathically builds understanding of young children's body-based memories of trauma for parents and co-workers

## B. Understands that children's stress response systems and behaviors are impacted by trauma

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.B.1	Recognizes that trauma impacts the brain's stress response system and the development of regulation	Acknowledges that behaviors, such as tantrums, aggression or withdrawal, can be the result of trauma and loss reminders or can be maladaptive coping skills developed in response to trauma	Collaborates with others to consider the impact of trauma on children's behavior and implement trauma-informed co-regulation strategies
IX.B.2	Approaches challenging behaviors with curiosity and openness to the possibility that stress/trauma may be contributing to children's behavior and takes this into consideration in responding to the child	Individualizes and implements developmentally appropriate, trauma-informed co-regulating strategies	Mentors caregivers to reflect on the meaning of children's behavior using a trauma-informed lens and implement trauma-informed, co-regulating strategies
IX.B.3	Recognizes the need to adapt strategies for responding to children's behavior using a trauma-informed lens	Adapts strategies for responding to children's behaviors using a trauma-informed lens; for example, providing extra support during transitions	Coaches others to implement trauma-informed strategies for responding to children's behaviors, including prioritizing primary care practices that promote trusting relationships and intentional co-regulating strategies
IX.B.4	Describes the need for safe, regulating environments characterized by routines, predictability and continuity of care	Provides regulating environments characterized by limited transitions and predictable, consistent routines  Implements calm, predictable transitions, providing individualized support for children as needed	Prioritizes continuity of care through program policies and practices, including the use of primary care practices and shares strategies for predictable and smooth routines and transitions with staff and families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.B.5	Acknowledges that children's experiences of trauma can be reflected in their play	Maintain a nonjudgmental stance while redirecting children towards safe, constructive play;  Demonstrates awareness of the process to raise concerns and make referrals in response to evidence of trauma in play	Discusses concerns with families about evidence of trauma in children's play and makes appropriate referrals for child and family support;  Collaborates with other service providers when indicated to assure children's safety

**C. Understands the intersection between trauma and development: trauma can derail development and the impact of trauma is influenced by the child's developmental stage.**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.C.1	Recognizes the impact of trauma across all developmental domains and the need for individualized support	Provides individualized developmental support and scaffolding when children have experienced trauma	Mentors families and other caregivers to adapt caregiving practices to support individual children who have experienced trauma, accommodating to their developmental level and need in each developmental domain
IX.C.2	Demonstrates curiosity about whether/how trauma may be impacting the development of individual children, e.g. when there is evidence of developmental regression or delay	Seeks information from appropriate sources to determine whether and how trauma may be impacting a child's development	Facilitates referrals to appropriate resources for assessment and intervention to identify children's developmental needs when children/families have experienced trauma
IX.C.3	Recognizes that infants experience trauma in the context of their developmental capacities and tasks	Identifies how infants experience trauma in the context of their developmental capacities and tasks; for example, building secure attachment, organizing sensory experiences and emerging regulation	Designs care plans to accommodate the developmental capacities and tasks of infants who have experienced trauma; for example, optimizing continuity of care with a specific caregiver (e.g. a <i>primary care model</i> ) and enhancing regulatory support

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.C.4	Recognizes that toddlers experience and are impacted by trauma in the context of their developmental capacities and tasks	Identifies how toddlers experience trauma in the context of their developmental capacities and tasks, including autonomy and separation, tasks and continuing development of regulation	Designs care plans to accommodate the developmental capacities and tasks of toddlers who have experienced trauma; for example, supporting the balance between dependence and independence when it has been compromised, enhanced regulatory support
IX.C.5	Recognizes that preschooler experience and are impacted by trauma in the context of their developmental capacities and tasks	Identifies how preschoolers experience trauma in the context of their developmental capacities and tasks, including regulation of emotions, peer socialization, increased logical problem-solving and school-readiness tasks	Designs care plans to accommodate the individual needs of preschoolers impacted by trauma which target their developmental needs, not necessarily chronological age, including for co-regulation

**D. Understands how relationships are both impacted by trauma and can buffer children from the impact of trauma.**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.D.1	Recognizes that caregiver-child relationships are impacted by trauma; Children's relationship history impacts children's expectations of relationships that result in confusing cues for caregivers	Observes the child's relationship behaviors to understand the potential impact of trauma and modifies caregiving practices accordingly	Implements policies that promote the role of the caregiver-child relationship as a vehicle for healing the effects of trauma. Prioritizes continuity of care (e.g. the practice of primary caregiving) to support secure caregiver-child relationships
IX.D.2	Recognizes that safe, stable, nurturing relationships can provide a buffer against the effects of prolonged stress and/or trauma	Provides an intentional safe, consistent, responsive relationship for children who have experienced trauma	Supports and mentors others to individualize and adapt their caregiving practices to prioritize relationships between themselves and the children in their care

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.D.3	Recognizes that a child impacted by trauma brings that experience into the classroom which impacts peers and group dynamics	Provides opportunities to individualize support to children whose peer relationships and interactions are impacted by trauma; consider ways to buffer peers from the negative impacts of a child's trauma	Implements policies and practices that support caregivers' capacity to provide individualized support to children impacted by trauma in the context of group care

### E. Supports families impacted by trauma

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.E.1	Recognizes that trauma impacts the whole family, whether it is experienced by the parent or the child or both	Considers whether/how trauma may be impacting an individual child and family; for example, difficulties with separation, regulation of arousal and emotions, reading and responding to children's cues	Mentors others to recognize and respond sensitively to children's parents/ caregivers who may have experienced trauma that can impact their ability to help their children
IX.E.2	Recognizes the power of relationships to buffer families from the impact of trauma; Creates welcoming, supportive and nonjudgmental environments for families	Partners with families to develop an understanding of the meaning of a child's behavior that takes into account the impact of trauma, communicating in supportive, nonjudgmental ways and invites families to share their routines and practices for soothing their child and shares care strategies with families	Promotes trauma-informed practices and policies that prioritize caregiver-child, parent-child, and caregiver-parent relationships, including continuity of care and prioritization of regular, supportive communication with parents
IX.E.3	Maintains awareness that community resources are available for families who have experienced trauma	Seeks out and offers families support and information regarding community services when families experience stress and/or trauma	Mentors others about the availability of resources in the community that support families experiencing high levels of stress and trauma

## F. Understands the impact of trauma and secondary trauma on early childhood educators.

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.F.1	Recognizes that caregivers may have experienced their own trauma which can be 'triggered'/activated in the presence of young children and their families	Demonstrates curiosity and self-awareness about the impact of caring for children on one's own memories and caregiving behaviors	Mentors staff to practice curiosity and self-awareness about the possible impact of their own life experiences on their caregiving attitudes and behaviors. Refers staff to appropriate resources as needed
IX.F.2	Recognizes that working with traumatized children and families has an impact on caregivers, contributing to secondary trauma, burnout and staff turnover	Demonstrates self-awareness and identifies the symptoms of secondary trauma and practices self-care/sustainability strategies	Takes preventative measures to buffer caregivers against secondary trauma
IX.F.3	Recognizes that secondary trauma can compromise the care of children and families	Maintains awareness that secondary trauma may be impacting care practices and seeks support	Mentors staff to recognize the symptoms of secondary trauma in themselves and to seek supportive resources when needed

## G. Understands the impact of intergenerational, historical and racial trauma on children, families and caregivers

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.G.1	Acknowledges the impact of historical and intergenerational trauma on children and families	Acts to buffer children and families from the impact of historical and intergenerational trauma in their setting through diversity-informed practices	Promotes policies and practices that buffer the impact of historical and intergenerational trauma on children and families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.G.2	Acknowledges the impact of historical and intergenerational trauma on caregivers' values, behavioral expectations and caregiving practices	Reflects on own cultural values, assumptions, and behavioral expectations and how they influence caregiving practices	Promotes the cultural humility and self-awareness of staff as it impacts interactions with families and the children in their care
IX.G.3	Recognizes the existence of racial trauma (also known as race-based traumatic stress) on families and caregivers, i.e. the stressful impact or emotional pain of one's experience with racism and discrimination (NCTSN, 2017)	Implements culturally sensitive practices which promote positive racial identity with children and families	Promotes policies and culturally sensitive practices that buffer the impact of racial trauma on children, families and caregivers

## H. Collaborates across systems to support children and families who have experienced trauma

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.H.1	Takes responsibility and maintains boundaries of one's role in the continuum of trauma informed care	Communicates across systems that support children and families who have experienced trauma	Builds collaborative relationships across systems that support children and families who have experienced trauma and helps others to collaborate and communicate across systems in the best interest of children and families who have experienced trauma
IX.H.2	Recognizes the need for referrals to other systems and asks for assistance to locate appropriate services for families who have experienced trauma	Identifies resources for families who have experienced trauma and shares them with families as needed	Develops, maintains and updates lists of available resources for families who have experienced trauma

2020

## Content Area X: **Working with Multilingual Preschoolers and Their Families**

---

The educator must understand:

- their unique learning needs.
- think about how your own personal beliefs about culture and language may be similar to, or different from, those of the children and families you serve.
- advocate for strengths-based, language-focused family engagement.
- promote equitable, culturally sensitive environments for all multilingual children.
- know how to connect WIDA Early Language Development Standards and state early learning standards.

**The term multilingual children** is used to refer to culturally and linguistically diverse children, ages birth to five years, who are learning two or more languages. Multilingual children are exposed to multiple languages in their homes, communities, and/or early care and education settings, and they develop and use language in dynamic ways. In the field, these children are commonly referred to as dual language learners, or DLLs.



## Competencies

### A. Collaborate to ensure that all adults interacting with multilingual children support language development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.A.1	<p>Recognizes families as a primary source of information</p> <p>a. Locates information on the importance of building collaborative, equitable relationships with multilingual children's families, caregivers, and colleagues to promote their language development and learning</p> <p>b. Observes how personal and program collaboration practices may differ from how families wish to engage and seeks information about equitable and culturally and linguistically responsive collaboration practices</p>	<p>Engages with families as a primary source of information</p> <p>a. Models building collaborative, equitable relationships with multilingual children's families, caregivers, and colleagues and shares information to promote their language development and learning</p> <p>b. Observes how personal and program collaboration practices may differ from how families wish to engage and seeks information about equitable and culturally and linguistically responsive collaboration practices</p>	<p>Defends families' right to serve as primary sources of information</p> <p>a. Models building collaborative, equitable relationships with multilingual children's families, caregivers, and colleagues and shares information to promote their language development and learning</p> <p>b. Creates, in partnership with families, systemic opportunities to ensure equitable and culturally and linguistically responsive collaboration practices for all families</p>

#### Equitable and culturally and linguistically responsive collaboration practices ensure

- Multilingual families' participation and collaboration
- Multilingual families' engagement is relevant
- Multilingual families' right to engage meaningfully with early childhood educators and staff about their children's language development and learning is supported

**B. Gather information about multilingual children’s cultures and the languages heard and used in the past and present in order to support language development**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.B.1	<p>Demonstrates the need to respectfully gather information about multilingual children’s cultural practices, language, and literacy experiences</p> <ul style="list-style-type: none"> <li>a. Demonstrates their role as learner while gathering information</li> <li>b. Asks other adults about ways to reflect on personal beliefs and cultural practices, program practices and how to check for bias (including negative bias towards accents, dialect, word choice, code switching, etc.)</li> </ul>	<p>Uses child and family interactions, family reporting, and other resources to respectfully gather information about a specific child’s cultural practices, language, and literacy experiences</p> <ul style="list-style-type: none"> <li>a. Models being a learner while gathering information</li> <li>b. Reflects on personal beliefs, cultural practices, and program practices; checks for bias while gathering information (including negative bias towards accents, dialect, word choice, code-switching, etc.)</li> </ul>	<p>Advocates for and collaborates to create a system for ongoing information gathering about multilingual children’s cultural practices, language, and literacy experiences, grounded in respectful, two-way communication and relationships with families</p> <ul style="list-style-type: none"> <li>a. Reframes the role of educators as learners while gathering information</li> <li>b. Mentors others around ongoing reflection and growing knowledge with regard to personal beliefs, cultural practices, program practices, and bias (including negative bias towards accents, dialect, word choice, code switching, etc.)</li> </ul>

**C. Recognize and use the strengths, resources, and experiences of multilingual children and their families to support and enhance language development and learning**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.C.1	<ul style="list-style-type: none"> <li>a. Describes a strength-based approach to working with multilingual children and their families</li> <li>b. Names a few examples of strengths, resources, and experiences of multilingual children, their families, and communities</li> </ul>	Facilitates activities and practices based on the strengths, expertise, interests, cultural, literary, and linguistic practices of multilingual children, their families, and their communities	Designs and develops curriculum grounded in the strengths, expertise, interests, cultural, literary, and linguistic practices of multilingual children, their families, and their communities

**D. Gather, analyze, and reflect on information in order to focus on the developmental nature and unique characteristics of multilingual children's language learning and development**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.D.1	<p>Collects information to</p> <ul style="list-style-type: none"> <li>a. Increase understanding and knowledge about the dynamic nature and unique characteristics of multilingual children's language development</li> <li>b. Dismiss any assumptions or negative stereotypes about multilingual children's language development (including negative bias towards accents, dialect, word choice, code-switching, etc.)</li> </ul>	<p>Reflects on information gathered to</p> <ul style="list-style-type: none"> <li>a. Increase understanding and knowledge about the dynamic nature and unique characteristics of multilingual children's language development</li> <li>b. Dismiss any assumptions or negative stereotypes about multilingual children's language development (including negative bias towards accents, dialect, word choice, code switching, etc.)</li> </ul>	<p>Builds processes and systems for gathering, analyzing, and reflecting on information to</p> <ul style="list-style-type: none"> <li>a. Increase understanding and knowledge about the dynamic nature and unique characteristics of multilingual children's language development</li> <li>b. Dismiss any assumptions or negative stereotypes about multilingual children's language development (including negative bias towards accents, dialect, word choice, code-switching, etc.)</li> </ul>

**E. Apply information gathered about multilingual children: their cultures, how they use language, and their language development, strengths, and resources**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.E.1	<ul style="list-style-type: none"> <li>a. Shares the importance of gathering and utilizing information about multilingual children, their families, and their communities when planning instruction</li> <li>b. Helps to recognize opportunities to invite families to engage in children's learning and literacy experiences based on observations and information gathered</li> </ul>	<ul style="list-style-type: none"> <li>a. Utilizes information gathered about multilingual children, their families, and their communities when planning instruction</li> <li>b. Engages with family and community members to co-create resources and collaborate around children's learning and literacy experiences</li> </ul>	<ul style="list-style-type: none"> <li>a. Creates a system to continually document and utilize information gathered about multilingual children, their families, and communities for instructional planning</li> <li>b. Organizes ongoing family and community engagement opportunities with other educators to co-create resources and collaborate around children's learning and literacy experiences</li> </ul>

**F. Observe multilingual children’s language use and development in a variety of routines and learning experiences throughout the day in all early care and education settings**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.F.1	<ul style="list-style-type: none"> <li>a. Describes how children’s language practices will vary depending on context and cultural practices</li> <li>b. Observes multilingual children’s language interactions in a variety of contexts, including interactions with family, peers, and adults, and if possible, in the community</li> </ul>	<ul style="list-style-type: none"> <li>a. Communicates the connection between language practices, sociocultural context, and cultural practices</li> <li>b. Schedules ongoing observations of multilingual children’s language interactions in a variety of contexts, including interactions with family, peers, and adults, and if possible, in the community</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrates the importance of observing multilingual children’s language interactions in a variety of contexts by providing examples of varied language practices</li> <li>b. Develops a plan for ongoing observations of multilingual children’s language interactions in a variety of contexts, including interactions with family, peers, and adults, and if possible, in the community</li> </ul>

**Language practices are ways children use language to make meaning.** How a child uses language will vary depending on the language and culture they have been exposed to, their identity, and where, with whom, how, and why they are using the language. In other words, a child’s language practices are shaped by the sociocultural context. The sociocultural contexts for young children’s language learning occurs most often in their homes, their communities, and in their early care and education settings.

For example, a boy in an early care and education setting may use Spanish to ask for a toy from a peer. But he might name the toy in English, because he first played with the toy and learned about the toy in his early care and education setting, which is primarily an English-speaking setting. However, later, when talking with his sibling at home, in Spanish (and where Spanish is primarily used), he may choose to explain what the toy is in Spanish, instead of using the English name. Then the child may “teach” his sibling the name of the toy in English, because the child is taking on the role of “teacher” for his younger sibling.

## G. Connect language standards with early learning standards and guidelines to make curriculum accessible and meaningful for multilingual children

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.G.1	Describes the importance of incorporating multilingual children's interests and language practices into curriculum	Models how to incorporate multilingual children's interests and language practices into curriculum that is aligned to language development standards for multilingual children and state early learning standards	Reframes standards-based instruction so that it incorporates multilingual children's interests and language practices into curriculum that is aligned to language development standards for multilingual children and state early learning standards

**When early childhood professionals talk about making the curriculum accessible and meaningful** we are advocating for curriculum that is child-centered and inclusive of the variety of language, literacy, and cultural practices children come with to the early care and education setting. The curriculum should build on these practices so children's interests and ways of doing are visible in the environment, day-to-day routines, social interactions, and learning experiences.

For example, to ensure meaningfulness, look at the materials in your early care and education setting as a new group of children enters each year. Are there items in the dramatic play area that are familiar to the children and things that they would see in their home and community? Are children's home languages visible in the environment and welcomed in the setting?

## H. Identify the developmentally appropriate academic language demands of routines, social interactions, and learning experiences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.H.1	<ul style="list-style-type: none"> <li>a. Shares some of the changing and creative ways multilingual children use language in their early care and education setting</li> <li>b. Describes ways that vocabulary and language practices used by multilingual children may differ from vocabulary used during interactions and learning experiences in the early care and education setting</li> </ul>	<ul style="list-style-type: none"> <li>a. Gives examples of the dynamic language practices multilingual children use in the early care and education setting, with their families, and in their communities</li> <li>b. Identifies if and where there is disconnect between multilingual children's language practices and the developmentally appropriate academic language practices of the early care and education setting</li> </ul>	<ul style="list-style-type: none"> <li>a. Builds on the dynamic language practices multilingual children use in the early care and education setting, with their families, and in their communities</li> <li>b. Collaborates with children and families to use authentic language that reflects the linguistic and cultural diversity of the children in the early care and education setting</li> </ul>

## I. Design language learning experiences with consideration for the sociocultural context

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.I.1	Asks for support in knowing how to consider the sociocultural context and the linguistic and cultural practices of multilingual children when planning learning experiences and language interactions	Provides examples of what it means to consider the sociocultural context and the linguistic and cultural practices of multilingual children when planning learning experiences and language interactions	Assesses different approaches to considering the sociocultural context and the linguistic and cultural practices of multilingual children when planning learning experiences and language interactions

## J. Provide opportunities for all multilingual children to engage in higher-level thinking

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.J.1	Duplicates best practices that help multilingual children engage in meaning-making and inquiry-based activities that are reflective of their linguistic and cultural practices	Facilitates linguistically and culturally responsive opportunities for multilingual children to engage in meaning-making and inquiry-based activities that are reflective of their linguistic and cultural practices	<ul style="list-style-type: none"> <li>a. Explains to colleagues and families how multilingual children will demonstrate meaning-making and inquiry in a variety of ways reflective of their linguistic and cultural practices</li> <li>b. Embeds linguistically and culturally responsive opportunities for multilingual children to engage in meaning-making and inquiry-based activities throughout the curriculum and program</li> </ul>

## K. Identify the purpose of the language used during routines and learning experiences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.K.1	Observes to identify the purpose of the language used during interactions, routines, and learning experiences	Determines the purpose of the language used during some interactions, routines, and learning experiences	Designs language interactions in order to provide multilingual children with a variety of purposes for language use in various routines and learning experiences

**Children use language for a variety of purposes.** When we talk about the purpose of the language, we are referring to what children are doing with language. WIDA identifies three Key Uses of language in early care and education settings: Express Self, Recount, and Inquire (WIDA, 2016). By observing how children use language during routines, social interactions, and learning activities, educators can plan for ways to give children opportunities to expand their language practices and the variety of ways they use language.



## L. Plan for language teaching and learning within specific areas of development and learning

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.L.1	Collects a variety of strategies to facilitate multilingual children's language use and language interactions within specific areas of development and learning	Teaches using a variety of strategies to facilitate multilingual children's language use and language interactions within specific areas of development and learning	Trains others on a variety of strategies to facilitate multilingual children's language use and language interactions within specific areas of development and learning

## M. Use language supports to help scaffold language development and learning

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.M.1	Follows other adults' leads to make available a variety of resources that can be used to support multilingual children's language use and meaning-making	Implements and facilitates multilingual children using a variety of resources to support their language use and meaning-making	Recommends and trains others on how to encourage and facilitate multilingual children using a variety of resources to support their language use and meaning-making

## N. Provide multiple and meaningful opportunities for multilingual children to use their languages

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.N.1	Observes that at all levels of language development, multilingual children will use their entire linguistic repertoire as they mediate understanding, make meaning, and demonstrate knowledge	<ul style="list-style-type: none"> <li>a. Models valuing multilingual children's entire linguistic repertoires</li> <li>b. Provides multiple and meaningful opportunities for multilingual children to use their entire linguistic repertoire as they mediate understanding, make meaning, and demonstrate knowledge</li> </ul>	Advocates for systematic program assessment and curriculum implementations that prioritize promoting ongoing meaningful opportunities for children to use their entire linguistic repertoire as they mediate understanding, make meaning, and demonstrate knowledge

**Linguistic repertoire refers to all the language varieties a child has been exposed to and is developing.** A child exposed to only English will have a linguistic repertoire that consists of different ways their family and community use English. Likewise, a child who has been exposed to more than one language will have a linguistic repertoire that consists of the different ways their family and community use all their languages.

# Glossary

**Adverse Childhood Experiences:** An adverse childhood experience (ACE) describes a traumatic experience in a person's life occurring before the age of 18 that the person remembers as an adult including: physical abuse, sexual abuse, verbal abuse, mental illness of a household member, problematic drinking or alcoholism of a household member, illegal street or prescription drug use by a household member, divorce or separation of a parent, domestic violence towards a parent, and incarceration of a household member.

**Advocate:** Taking action and/or giving public support on behalf of others, in particular, those from communities or groups that have experienced marginalization and/or oppression.

**Anecdotal Notes:** Short notes written during or after a lesson/experience as students work in groups or individually.

**Approaches to Learning:** Attitudes, behaviors and learning styles children use in social situations and when learning new information.

**Articulation Agreements:** A formal agreement between two institutes of higher education that allows credits earned in community college to be transferred to a four-year college or university.

**Assessment:** Gathering data about a child through a variety of methods, such as screening: focused problem solving, describing strengths and weaknesses, observing, testing, or progress monitoring, in order to make informed teaching decisions. Note: Assessment concerns the collection of data.

**Attachment:** A strong emotional bond between a child (baby, toddler and beyond) and a caring adult who is a part of the child's everyday life. When a secure attachment is formed over time, a child prefers and relies on the relationship with the adult. The child uses that person as a secure base from which to explore and as a source of safety and comfort when needed.

**Attribute:** A quality, characteristic or property of an object or a person. Something you can say it has (such as size or color). Example: The attributes of a dog include height, speed and color.

**Atypical Development:** A behavior or skill develops in a way or at a rate that is different from that of peers (that falls outside of the normal or expected range of development).

**Authentic Assessments:** Assessment practices that are based on everyday learning experiences, provide for actual child performance, and involve children in the evaluation process (McAfee, 2004).

**Best Practice:** The strategies, methods, techniques and standards of high-quality, developmentally appropriate, early childhood programs and interactions that are based on current knowledge and shared beliefs and consistently show results that are superior to other methods and strategies.

**Bias:** Refers to both explicit and implicit biases; attitudes or stereotypes in favor of or against one group(s) over another.

**Caregiver:** Any adult providing care to a young child.

**Centrality of Culture:** The overarching role that shared belief systems--ways of knowing, doing, and being—play in our understanding of the world and our place in it. These belief systems affect how we interact, our assessments, and our priorities.

**Child Care Center:** Businesses that care for and educate young children outside of a home setting: childcare or development centers, full- or part-day programs.

**Child and Adult Care Food Program (CACFP):** A federally funded program that assists early childhood programs in planning and paying for nutritious meals and snacks served to children.

**Clinical Experiences:** Placement of undergraduate students in field experiences (narrow focus on one aspect of a class or study) and student teaching (immersion in all aspects of teaching) to gain experience in a classroom setting.

**Code-switching:** The “use of elements from two languages in the same utterance or in the same stretch of conversation” (Paradis, Genesee, & Crago, 2011, p.88); the most common way young children mix two languages is by beginning a sentence in one language, then switching to the other.

**Collaboration:** All members of a group working toward a common goal.

**Competency:** Demonstration of a skill or ability. Core competency refers to capability required within an industry that is essential for a person to be accepted to work in that industry, an observable and measurable set of knowledge or skills. The knowledge and skill must distinguish between superior performers (or exemplary performance) and others.

**Compliance:** Conforming to rules or regulations; acting according to regulations.

**Communal, Interdependence, and Independence:** A continuum of skills ranging from sharing with everyone in the group (communal), to mutual sharing between some members (interdependence), to working alone (independence).

**Confidentiality (Data Privacy):** The protection of data collected or maintained on an individual, in accordance with the data practices acts to which a professional is held accountable (i.e., FERPA, HIPAA, Minnesota Data Privacy Act).

Data governed by state law that are classified as something other than public are classified in one of the following ways:

- Private: data identifying an individual that are only available to the individual or with the individual’s consent (Minn. Stat. §13.02, subd. 12).
- Confidential: data identifying an individual that are not available to anyone outside the entity holding the data, including the individual (Minn. Stat. § 13.02, subd. 3).

**Content Area:** Categories used to organize and talk about a large body of information (i.e., learning). Each area has its own knowledge base and strategies for teaching.

**Continuous Improvement:** An ongoing effort to improve strategies, skills, processes and programs.

**Co-regulating Partner:** The essential role that caregivers play for infants and young children in providing the relationship security and intentional strategies to help them manage their level of arousal, which helps them be open to new learning.

**Core Values:** Values that are most deeply held and are given the highest priority.

**Credit-Based:** Course or training that receives a “credit” or unit of value. Credit is given for the level of difficulty or time requirements of an academic course taken at an educational institution, such as two- and four-year colleges and universities.

**Cross-cultural:** Ideas, values, or practices that are shared or understood across two or more cultural groups.

**Compliance:** Conforming to relevant regulations, rules, policies, standards or laws.

**Culture:** The customary beliefs, practices, and habits of a racial, religious or social group.

**Cultural Practices:** Traditional or customary practices of a particular ethnic or other cultural group.

**Cultural and Community Networks:** The ways in which people are connected. They can be geographic, for example people who live in proximity. They can also be connections among people who share a strong set of interests, a particular way of life, or a certain heritage. These networks can be local, regional, national and/or international.

**Culturally Congruent Organization:** An organization that broadly shares the worldview, assumptions, and values of participants and whose leadership and staff are reflective of the culture. A culturally supportive organization is one that reflects and affirms the participant's worldview, assumptions, and values, and includes knowledgeable lead and line staff.

**Culturally Rooted:** Being grounded in a particular way of viewing the world in accordance with the ideas and values of one's people.

**Culturally specific:** Concepts, beliefs, and practices that are extremely important to a particular cultural group, but may not be important to or even recognized by others. These core concepts, beliefs, and practices can be doorways to learning for children and bridges of understanding to families and communities.

**Curriculum:** An organized framework that outlines the content that children are to learn, the processes through which children achieve the identified goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur (Rosegrant, 1992).

The Parent Aware definition of curriculum is a set of written materials caregivers/early educators use to develop engaging learning experiences for young children.

**Development:** Development is a complex and dynamic process characterized by periods of disorganization and growth (related to brain maturation) and occurs through a series of adaptations to individual experience.

**Developmental Stage:** A time during development when certain features or abilities generally appear, sometimes referred to as milestones.

**Developmentally Appropriate Practice (DAP):** The use of teaching strategies that are based on knowledge of how young children develop and learn, what makes each child unique, and the child's community and family culture and home language. DAP activities are not too difficult or too easy, but just right (Growing Glossary of Early Childhood Terms).

**Dexterity:** Skill in using the hands to manipulate objects.

**Dialect:** Refers to "...variations of a language developed by speakers as they grow up and interact with communities based on geography, race, class, ethnicity, or other markers of identity..." (Finegan & Rickford, 2004; Hudley & Mallinson, 2011; Valdes et al., 2005 in Bunch, 2013, p. 303)

**Disability:** Please reference the appropriate site to ensure that you are applying the definition specific to your particular situation:

- [ADA Current text of the Americans with Disabilities Act of 1990 incorporating changes made by the ADA Amendments Act of 2008](http://www.ada.gov/pubs/adastatute08.htm#12102) (<http://www.ada.gov/pubs/adastatute08.htm#12102>)
- [Head Start: Through the Early Childhood Learning & Knowledge Center \(ECLKC\): Section 637 is definitions](http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Act#641-c) (<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Act#641-c>)
- [Part C \(Birth through 2\) §303.21 Infant or toddler with a disability](http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=07769158a96f85d5ac1abd0eb7fdd1e3&rgn=div8&view=text&node=34.2.1.1.1.2.1.10.2.21&idno=34) (<http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=07769158a96f85d5ac1abd0eb7fdd1e3&rgn=div8&view=text&node=34.2.1.1.1.2.1.10.2.21&idno=34>)
- [Part B \(3 to Kindergarten entry\) IDEA 2004 Statute: TITLE I / A / 602 / 3](http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2CI%2CA%2C602%2C3%2C) (<http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2CI%2CA%2C602%2C3%2C>)
- [Specific to Minnesota](https://www.revisor.mn.gov/statutes/?id=125A.02) (<https://www.revisor.mn.gov/statutes/?id=125A.02>)

**Disposition:** A usual tendency, mood or inclination; a temperamental makeup; and the tendency to act in a certain manner under given circumstances usual moods or attitudes of a person toward life.

**Divergent Thinking:** Creative thinking that generates new and original solutions to problems.

**Diversity:** Variety in demographic variables, such as race, religion, gender, national origin, disability, language spoken, socioeconomic level and geographic origin.

**Domain:** Main areas of development.

**Dual Language Learners:** Children who are learning both the language of their family as well as the language of the larger community.

**Educator:** An adult who has responsibility for providing instructional and emotional support to children in a care and education setting; includes people who interact with children in school-based programs, Head Start, preschools, and child care centers.

**Emotional Climate:** The emotional tones associated with formal and informal interactions, attitudinal responses, and warmth, enjoyment and respect demonstrated. The quality of social and emotional interactions between and among children and adults can be positive and/or negative.

**English Learner:** Use or study of English by someone who has a native language other than English.

**Ethics:** The study of right and wrong, duty and obligation.

**Equitable and culturally and linguistically responsive collaboration practices:** Practices that ensure a) multilingual families' participation and collaboration b) multilingual families' engagement is relevant and c) multilingual families' rights to engage meaningfully with early childhood educators and staff about their children's language development and learning is supported.

## **Evaluation**

- **General:** Weighing of evidence for decision making. Evaluation can pertain to systems, programs and people.
- **Program evaluation:** Process by which a program measures efficiencies and outcomes based on a set of criteria during implementation of program activities.
- **Student evaluation** (most common usage of term): Process by which a child is assessed by a multi-disciplinary team on areas of need identified through early childhood screening, in order to determine the child's eligibility for special education services.

**Evidence-Based Practices:** An intervention, strategy or component of instruction that has been proven, through data-based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity (i.e., exactly how the practice or intervention was meant to be carried out).

**Executive Functioning:** Cognitive skills that help a person achieve goals. Executive functioning includes the ability to: manage time and attention, switch focus, plan and organize, remember details, curb inappropriate speech or behavior, and integrate past experience with present action.

**Families:** Includes parents, guardians, siblings, grandparents, foster family members, and others involved in the care and education of the child

**Family Child Care:** Care and education of a child in a residence outside the child's own home on a regular basis, for any part of a 24-hour day.

**Family-Style Meal:** Family-style meal service means serving foods in bowls or dishes on the table; children are encouraged to serve themselves, or serve themselves with help from an adult.

**Fidelity:** Implementation of an intervention, program, curriculum or assessment in the way in which it was intended by the developers in order to achieve desired results.

**Field Experience:** A way to combine academic studies with periods of employment or volunteer experience related to the field of study. Students learn by doing real-world projects under close supervision.

**Formative Assessment:** Process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students achievement and intended instructional outcomes (Officers, 2008).

**Guidance:** Approach to guide, correct and socialize children in ways that help them develop self-control, make thoughtful choices, and take responsibility for their actions. The approach focuses on teaching children what to do rather than what not to do.

**Head Start:** A federally funded comprehensive child development program serving children from 0-5 years of age, pregnant women, and their families. It is a child-focused program with the goal of increasing the school readiness of young children in low-income families.

**Historic Trauma:** The range of physical, emotional, psychological, and economic injuries inflicted across generations upon a group of people, based upon their identity, and expressed by individual members of that group.

**Implement:** To put into practice and/or carry out.

**Inclusion:** Policies, procedures and beliefs that all children should be included in early childhood settings, including those with developmental delays or disabilities; children who are gifted and talented; children whose families are culturally and linguistically diverse; and children from all socioeconomic groups.

**Individual Education Program:** An annually revised plan or guide for teaching a student with disabilities, detailing present achievement level, goals and strategies, drawn up by teachers, parents, specialists and when appropriate, the student.

**Individual Family Service Plans:** The written document specified in the Individuals with Disabilities Education Act (IDEA) to guide the implementation of early intervention services for children from birth to age three and their families. It is developed through collaborative discussion between families and the professionals involved in assessment and service delivery.

**Individualization:** Adapting or changing an activity to respond to the interests and learning styles of a child.

**Infectious Disease:** An illness or condition caused by organisms such as bacteria, viruses, fungi or parasites which enter and grow in the body.

**Interagency Individual Intervention Plans:** A written plan describing the programs and services available to eligible children with disabilities ages 3 through 21.

**Infrastructure:** The policies, processes, facilities, and services needed for the functioning of a system or organization.

**In-service:** Training for people already employed.

**Instructional Practices or Strategies:** Strategies and techniques chosen for their effectiveness in helping a student learn a particular concept.

**Intentional Instruction:** Instruction that has an explicit purpose and considers the best approach to promote children's development (child-guided, adult-guided, or a combination of both).

**Kinesthetic Learning:** Learning style where the student learns best through physical activity and by doing.

**Language Acquisition:** Ability to produce as well as understand language in order to communicate with others.

**Language Practices:** Ways children use language to make meaning. How a child uses language will vary depending on the language and culture they have been exposed to, their identity, and where, with whom, how, and why they are using the language.

**Language-focused Family Engagement:** Keeps the unique needs and experiences of multilingual children and their families, including language development, at the center of every home and early care and education setting interaction. It accounts for the key considerations outlined in the WIDA ABCs of Family Engagement; values and affirms families' language practices and goals; meaningfully communicates information about home-, center-, and school-based language programs, practices and goals; and is based on an affirming, asset-based approach.

**Lesson Plan:** An outline for teaching a lesson including the goal (what the teacher wants the children to learn), the procedures for reaching this goal (the format of the lesson), and how the teacher will measure that the goal has been reached (a demonstration of understanding).

**Linguistic Repertoire:** All the language varieties a child has been exposed to and is developing

**Literacy:** The ability to read and write.

**Mathematics:** The study of number concepts and operations, patterns and relationships, spatial relationships, measurement and reasoning.

**Meaning-making:** A process of actively using one's resources to make sense of concepts, phenomena, perspectives, experiences, or situations. Children use language to make meaning.

**Milestones:** An ability or skill that most children achieve by a certain age.

**Multilingual children:** Culturally and linguistically diverse children, ages birth to five years, who are learning two or more languages. Multilingual children are exposed to multiple languages in their homes, communities, and/or early care and education settings, and they develop and use language in dynamic ways. In the field, these children are commonly referred to as dual language learners, or DLLs.

**Non-credit Based or Not-for-Credit Training:** Training for which one does not receive college credit.

**Observation:** A process used by early childhood educators to watch, listen to, and record children's actions, facial expressions, body language, sounds, words, and gestures. Educators use the information to learn about a child and their skills and plan ways to support and strengthen the child's skill development.

**Other Early Childhood Services:** For purposes of this document, this refers to multidisciplinary professionals who work with young children, their families and caregivers, including, but not limited to providers of early care and education, child welfare services, early childhood intervention, home visiting, mental and physical health providers.

**Perceptual Skills:** Skills that require the coordination of cognitive, sensory and motor abilities to interact with a person's environment.

**Positive Cultural Message:** Promotes values and skills that are treasured in a community.

**Practicum:** Field experience where an individual assists, observes, or has limited responsibility. They are generally part-time and for short periods of time.



**Predictability:** Predictability, along with controllability and social support, have been identified as helping to regulate the brain's response to stress. (Preventing Child Abuse & Neglect, 2006). Providing infants and toddlers with predictable routines, language and environments are important strategies for helping children develop a sense of security and mastery

**Pre-primary:** Age three to kindergarten entrance.

**Pre-service:** The training and education a person takes prior to employment.

**Primary Care:** In primary care, each child is assigned to one special infant/toddler care teacher who is principally responsible for that child's care.

**Proprioception:** Sensory information regarding position, motion and equilibrium that allows a person to control their arms and legs limbs without directly looking at them.

**Print-rich:** Learning environment that offers children many different materials for reading and writing and the time and opportunities to use them for a wide variety of authentic, everyday purposes. Such learning environments include books, magazines, and other forms of print; signs and labels to communicate information; and paper and writing tools throughout the room.

**Professional Development:** For an individual-the educational experiences a person engages in to develop, grow or enhance their knowledge and skills and apply the knowledge in practice. It might include educational experiences such as college coursework, conferences, training sessions or relationship-based learning experiences like mentoring and coaching.

System—the educational activities, supports and materials available to enhance skills, knowledge, and abilities for the members of a field.

**Proficient:** Being accomplished or competent.

**Protective Factors:** Five protective factors are listed as key elements in a strong family: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children.

**Referral:** Recommending a source of help, services or information.

**Reflection:** To think about actions in order to improve practice.

**Related Systems:** Family support, health, and mental health.

**Relationship:** Involves emotional connections, endures over time, has special meaning between two people, is built on trust and creates memories and expectations for the people involved.

**Research-based:** Instructional and management strategies shown by research to have positive effects on student outcomes.

**Resilience:** An ability to overcome hardships or adjust to challenging situations or change.

**Responsive Caregiving:** Acting promptly in ways that relate to what an infant, toddler or young child tells you, in ways that help them with their needs; it focuses on the child's development of a sense of wellbeing, belonging, exploration, communication.

**Safe to Sleep:** Actions that can help a baby sleep safely and reduce the risk of Sudden Unexpected Infant Death Syndrome (SUIDS) and other sleep-related causes of infant death.

**Scaffold:** Adult support given during the child's learning process, individualized to the child's skill level and learning style.

**School-Based:** Early childhood programs that are operated by a school district.

**Screen Time:** Time spent viewing television or using computers, phones and other electronic devices for entertainment.

**Screening:** A brief, simple procedure used to identify potential health or developmental problems in infants and young children who may need a health assessment, diagnostic assessment or educational evaluation.

**Secondary trauma/compassion fatigue:** The emotional duress that results when an individual hears about the firsthand trauma experiences of another. Its symptoms mimic those of post-traumatic stress disorder (PTSD). Accordingly, individuals affected by secondary stress may find themselves re-experiencing personal trauma or notice an increase in arousal and avoidance reactions related to the indirect trauma exposure. They may also experience changes in memory and perception; alterations in their sense of self-efficacy; a depletion of personal resources; and disruption in their perceptions of safety, trust, and independence. (NCTSN.org)

**Sectors:** Child care, Head Start/Early Head Start, public preschool/primary education, and early intervention/special education.

**Sensorimotor:** A period in an infant's development when they learn about themselves and their world through their senses (e.g., sight, hearing, touch) and physical activity.

**Self-regulation:** The ability to act in keeping with long-term best interest and the ability to calm down when upset.

**Self-talk:** A child talks to self; comments are not directed to another person.

An adult talks about his actions, thoughts or feeling to model language for a child; comments are not directed to the child.

**Settings:** Centers, schools and homes.

**Shaken Baby Syndrome:** A serious type of head injury considered child abuse, caused by shaking, throwing, hitting, slamming, or jerking.

**Social Support:** The relationships surrounding the child or family that help the child cope with what's happening. Because young children are completely dependent on caregivers for their survival, they need the experience of knowing that important caregivers are there to protect them, help them manage their arousal and feelings, and meet their needs. It is about 'being with' the child, a reassuring, predictable, nurturing presence.

**Sociocultural Context:** The association of language with the culture and society in which it is used; during the early years, this includes a family's sociocultural context for language use and the relationships with adults in early care and education and community environments in which children develop language

**Special Health Care Needs:** Children 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 (McPherson, 1998).

**Standard Precautions:** Standard precautions are used to reduce the risk of transmission of bloodborne and other infectious agents from known and unknown sources. It includes handwashing, respiratory and cough etiquette, use of protective barriers (gloves, gowns, aprons, masks, protective eyewear), prevention of needle sticks or injuries from other sharp instruments and procedures to clean, and disinfect contaminated objects and surfaces.

**Standards:** Standards against which to measure performance. Something set up and established by an authority as a rule for the measure of quantity, weights, extent, value, or quality.

**Stereotype:** Preconceived, misinformed idea, picture, or belief about a person or group of people.

**Students:** Persons enrolled in early childhood preparatory programs.

**Sudden Unexpected Infant Death Syndrome:** Death in an infant that occurs suddenly and unexpectedly, and cause of death is not immediately understood.

**Summative Assessment:** Assessment that is intended to evaluate or benchmark what students have achieved after a particular phase in their schooling: for example, after a course or a unit of study (Growing Glossary of Early Childhood Terms).

**Symbolic Representation:** The cognitive ability to have one item represent another (i.e., to use objects to pretend).

**Tactile:** Relating to the sense of touch.

**Teachable Moments:** Spontaneous teaching when a child indicates interest in a topic or when a suitable situation occurs.

**Teacher:** Person who has completed a teacher or administrative licensure program and has successfully obtained a teaching license.

**Technical Assistance:** Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients (National Association for the Education of Young Children and National Association of Child Care Resource and Referral Agencies).

Relationship-Based Professional Development (RBPD) is a broad term used to refer to four types of technical assistance that use relationships as a foundation: coaching, mentoring, consultation and advising (DHS).

**Technology:** The tools, devices and other machines or equipment that deliver media, including televisions, computers, smartphones, radios, MP3 players, video game consoles, eReaders and tablets (Levin, 2013).

**Temperament:** An individual's behavioral style and characteristic emotional response.

**Trauma:** Events that are perceived as threatening the life or physical integrity of a child or someone important to that child; causing an overwhelming sense of terror, helplessness, and horror; producing intense physical effects such as a pounding heart, rapid breathing, trembling; and completely overwhelming the child's available coping strategies. (NCTSN.org)

**Trauma Triggers:** Reminders of traumatic experiences to which a child may have very intense reactions, including trembling, anger, sadness, fear or avoidance. These responses can be very unpredictable and confusing to caregivers. (NCTSN.org)

**Vestibular System:** Sense, maintain and regain balance and where the body and its parts are positioned in space.

**Young Children:** Children birth to age eight.