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Competency Frameworks for Infant and Toddler Teachers and Caregivers

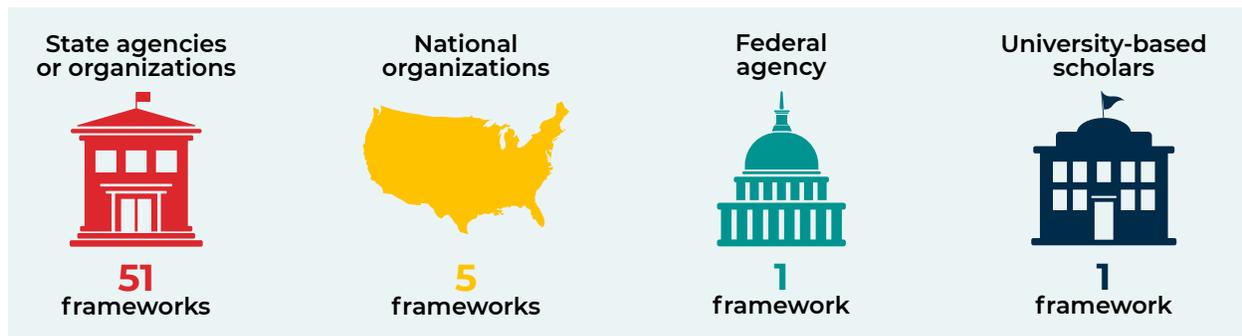
In 2017, the Office of Planning, Research, and Evaluation in the Administration for Children and Families funded Mathematica to conduct the [Infant and Toddler Teacher and Caregiver Competencies \(ITTCC\) project](#). The project aims to examine existing efforts across states, institutions of higher education, professional organizations, and early care and education programs related to competencies for infant and toddler (I/T) teachers and caregivers who work in group settings and build a conceptual foundation to inform future measurement, research, and evaluation. The findings described in this brief are based on a scan of competency frameworks conducted as part of the ITTCC project.

Definitions for key terms as operationalized for this project can be found on page 5.

Identifying the knowledge, skills, or attributes (that is, competencies) essential to a given profession may help provide a common language and lens for assessing job performance and provide a clear structure for professional growth and development.

The Infant and Toddler Teacher and Caregiver Competencies (ITTCC) project conducted an Internet search to identify competency frameworks relevant to teaching and caregiving of infants and toddlers in group (center-based and family child care) settings. We found 58 frameworks relevant to I/T teachers and caregivers, some of which include competencies specific to I/T care and education and others that include competencies more broadly for the care and education of children from birth to age 5.

Who led development of the competency frameworks?



Who are the target audiences for the competency frameworks?

Targeted specifically to I/T teachers and caregivers?

Teachers or caregivers in early childhood group settings



44
frameworks

Early childhood professionals



8

frameworks

Early childhood professionals include teachers and caregivers, as well as administrators, coaches and other staff

Teachers or caregivers specifically for infants and toddlers in group settings



6
frameworks

Targeted to a specific locality?

Those working in a particular state



51
frameworks

Those working across the United States



7
frameworks

Targeted to early childhood professionals working with a particular population or in a particular setting?

Not targeted to a specific subgroup



55
frameworks

Those working with families



1
framework

Those working with children at risk for developmental delays or disabilities



1
framework

Those in family child care settings



1
framework

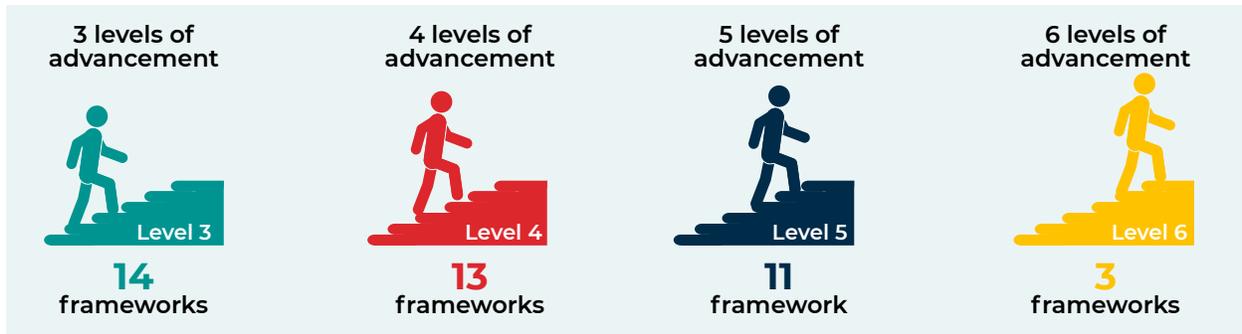
Are frameworks aligned with other frameworks or standards?

29 frameworks describe alignment with other frameworks or standards. The most common included the following:

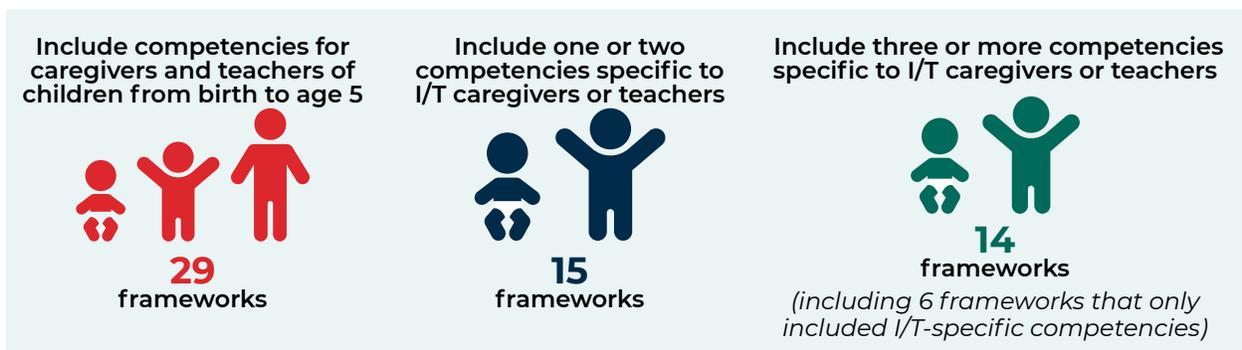
- The National Association of the Education of Young Children Standards for Initial and Advanced Early Childhood Professional Preparation Programs
- The Child Development Associate Competency Standards
- The Division for Early Childhood Recommended Practices in Early Intervention/Early Childhood Special Education

Do frameworks identify competencies essential for practice at various career stages (for example, entry, mid-career, advanced)?

41 frameworks include competencies for different levels of advancement or career stages.



Are competencies in the frameworks specific to caregivers or teachers of infants and toddlers?

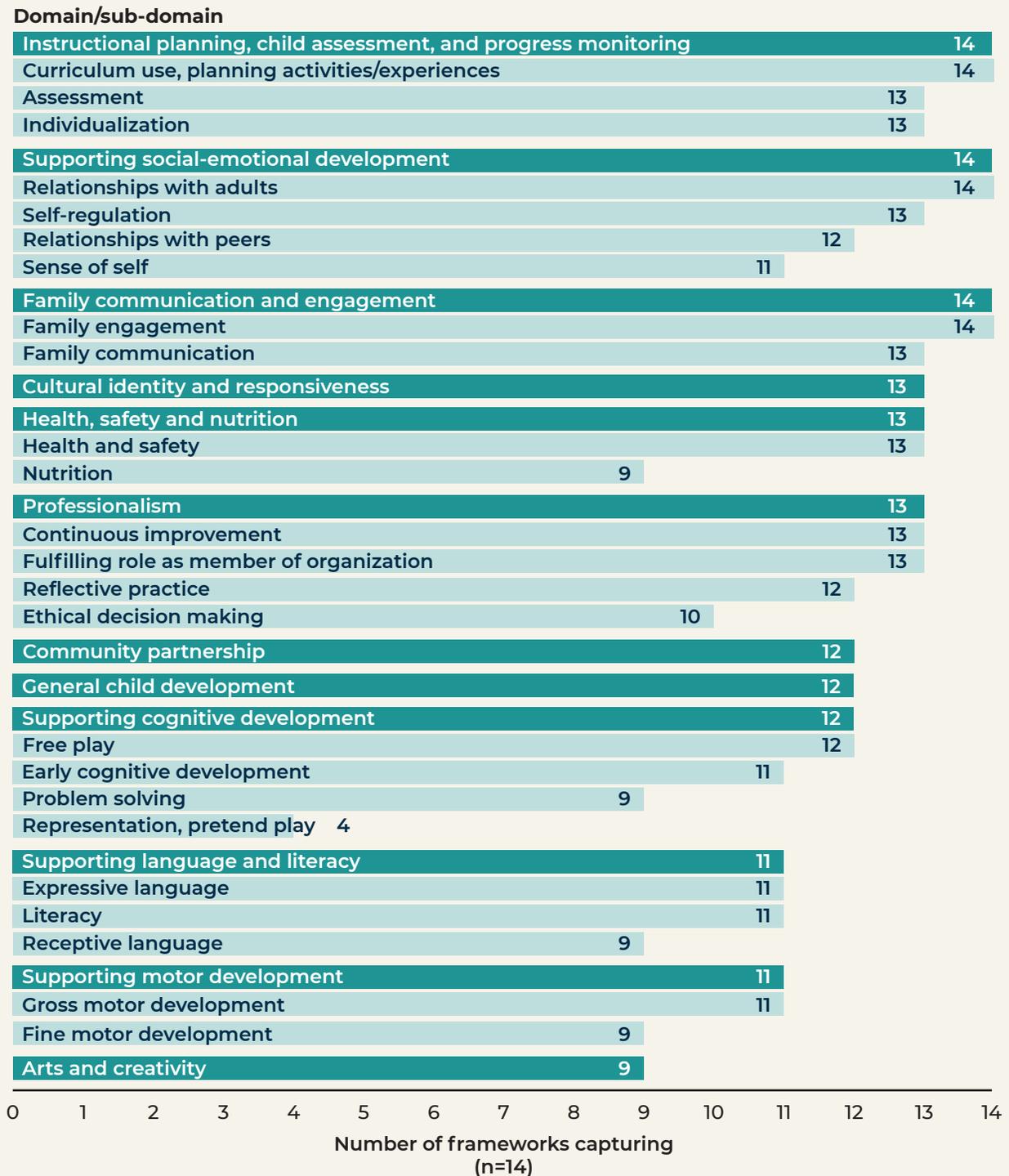


The ITTCC project conducted an in-depth review of the 14 frameworks that included at least 3 competencies specific to the care or education of infants and toddlers.

Are the competencies identified in the frameworks knowledge, skills, or other attributes?

All 14 frameworks include knowledge- and skill-based competencies. Eleven of the 14 frameworks include attribute-based competencies.

Figure 1: What domains (and sub-domains) are reflected by the competencies included in the frameworks?



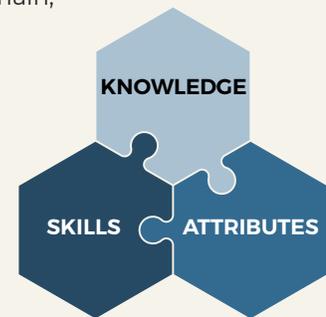
Note: Frameworks organize and refer to competencies in different ways. In order to code the content consistently across different frameworks, we developed a list of domains and sub-domains. The list was developed through expert input and a preliminary review of competency frameworks. Domains and sub-domains were further refined to address gaps identified during the coding process. In the figure, domains are captured in the darker bars and sub-domains in the lighter bars.

Key definitions

The ITCC project defines competency, competency framework, competency domain, and proficiency levels in the following way:

Competency: A piece of knowledge (K), a skill (S), or an attribute (A) essential to the practice of teaching and caring for infants and toddlers

- **Knowledge** is information that may be applied to practice.
- **Skills** are strategies or abilities that may be applied to practice.
- **Attributes** are attitudes, beliefs, or other characteristics that may influence the application of knowledge and skills to practice.



Competency framework: A compilation of competencies intended to convey the range of knowledge, skills, and attributes essential to a particular area of practice, job, or profession.

Competency domain: Competency frameworks often group competencies (that is, KSAs) by *domain*. That is, individual KSAs focused on a similar topic may be clustered within a framework by competency domain. Examples of a competency domains include “support for language and literacy,” “support for social-emotional development,” “health and safety,” “working with families,” or “arts and creativity.”

Proficiency levels: Some competency frameworks identify competencies (that is, KSAs) that are essential for practice at various career stages (for example, entry, mid-career, advanced).

List of frameworks included in scan

Frameworks that include three or more competencies specific to infant/toddler caregivers or teachers

Arizona Department of Education, Department of Economic Security, and Department of Health Services. “Arizona Early Childhood Workforce Knowledge and Competencies.” AZ: Department of Education, 2015.

California Department of Education, First 5 California. “California Early Childhood Educator Competencies.” CA: Department of Education, 2011.

Council for Professional Recognition. “The Child Development Associate Competency Standards.” Washington, DC: Council for Professional Recognition, 2013.

Dean, Allyson, Sarah LeMoine, and Maria Mayoral. “ZERO TO THREE Critical Competencies for Infant-Toddler Educators.” Washington, DC: ZERO TO THREE, 2016.

Illinois Professional Development System. “Gateways to Opportunity Illinois Professional Development System Infant/Toddler Competency Table.” IL: Professional Development System, n.d.

Michigan Department of Education. “Michigan Core Knowledge and Core Competencies for the Early Care Education Worker.” MI: Department of Education, 2014.

Minnesota Department of Human Services. “Infant–Toddler Companion Guide to the Minnesota Core Competencies.” MN: Department of Human Services, 2010.

New Hampshire Department of Health and Human Services. “New Hampshire’s Infant and Toddler Workforce Specialized Competencies.” NH: Department of Health and Human Services, 2015.

New York Association for the Education of Young Children. “New York State Infant and Toddler Care and Education Credential Competencies.” NY: NYAEYC, 2014.

North Dakota Department of Human Services. “North Dakota Core Competencies for Early Education and Care Practitioners.” ND: Department of Human Services, 2010.

Salt Lake Community College and Childcare Professional Development Institute. “Utah Core Competencies: What early care and youth education professionals should know and be able to do to provide quality care for Utah’s smallest residents.” UT: Department of Workforce Service’s, Office of Work & Family Life, Office of Child Care, n.d.

The Collaborative for Understanding the Pedagogy of Infant/Toddler Development. "CUPID Competencies for the Infant/Toddler Workforce." The Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID), 2017.

Vermont Northern Lights Professional Development Center. "VT Early Childhood Core Knowledge and Competencies." VT: Agency of Human Services, Child Development Division, 2017.

Washington State Department of Early Learning. "Washington State Core Competencies for Early Care and Education Professionals." WA: Department of Early Learning, 2009.

Frameworks that include 1 or 2 competencies specific to infant/toddler caregivers or teachers

Alabama Department of Human Resources. "Alabama Pathways to Quality Care and Education: Alabama Child Care and Education Professional Development System." AL: Department of Human Resources, 2009.

Alaska System for Early Education Development, Alaska's Early Childhood Professional Development System. "Alaska's Early Care and Learning Core Knowledge and Competencies." AK: System for Early Education Development, 2015.

Colorado's Early Childhood Professional Development Advisory Group. "Colorado's Competencies for Early Childhood Educators and Administrators." CO: Early Childhood Professional Development Advisory Group, 2016.

Delaware Department of Education. "Delaware Competencies for Early Childhood Professionals." DE: Department of Education, 2009.

Iowa Department of Education. "Competencies for Early Care and Education Practitioners in Teaching Roles in Iowa." IA: Department of Education, 2009.

Knopf, Herman and Janet Marsh. "South Carolina's Core Competencies for Early Childhood Teachers/Caregivers and Program Administrators." SC: Department of Social Services, Child Care Services Division, 2014.

Maryland State Department of Education. "Knowledge and Competency Framework for Child and Youth Care Professionals." MD: Department of Education, 2015.

Montana Early Childhood Project and Montana Department of Public Health and Human Services. "Montana Early Care and Education Knowledge Base: A Guide to Professional Early Care and Education Practice." MT: Department of Public Health and Human Services, 2013.

Nebraska Department of Education. "Nebraska's Core Competencies for Early Childhood Professionals: Knowledge and Skills Needed to Effectively Work with Children Ages Birth to Five Years." NE: Department of Education, 2013.

New Mexico Early Childhood Higher Education Task Force. "Common Core Content Early Childhood Educator." NM: Office of Child Development Children, Youth and Families Department, 2002.

Oliveira, Peg. "Connecticut Core Knowledge and Competency Framework for Professionals Working with Young Children and Their Families." CT: Office of Early Childhood, 2016.

Professional Impact NJ and the New Jersey Council for Young Children. "Core Knowledge and Competencies for Early Childhood Professionals." NJ: Council for Young Children, 2001.

Rhode Island Department of Health, Exceed, Executive Office of Health and Human Services, Rhode Island Department of Human Services, and Rhode Island Department of Education. "Rhode Island's Workforce Knowledge and Competencies for Family Child Care Educators." RI: Department of Health, 2013.

Texas Early Learning Council and the Texas Head Start State Collaboration Office. "Texas Core Competencies for Early Childhood Practitioners and Administrators." TX: Early Learning Council and Head Start State Collaboration Office, 2013.

Virginia Department of Social Services. "Competencies for Early Childhood Professionals Virginia's Early Childhood Development Alignment Project." VA: Department of Social Services, 2008.

Frameworks that include competencies for caregivers and teachers of children from birth to age five

Arkansas Division of Child Care and Early Childhood Education, Arkansas Head Start State Collaboration Project. "Arkansas' Key Content Areas and Core Competencies for Early Care and Education Professionals." AR: Division of Child Care and Early Childhood Education, 2009.

Chappel, Margot and Shelly Nye. "Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education Professionals." NV: Head Start State Collaboration Office and the Nevada Registry, 2007.

Child Care Aware® of Kansas, OPEN Initiative, Kansas Enrichment Network, and the Missouri AfterSchool Network. "Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)." KS, MO, 2006.

Early Childhood Advisory Council. "West Virginia's Core Knowledge and Competencies for Early Childhood Professionals." WV: Early Childhood Advisory Council, 2015.

Early Childhood Coordinating Council. "Idaho Core Competencies for Early Care and Education." ID: Early Childhood Coordinating Council, 2014.

Early Childhood Ohio. "Ohio's Early Childhood Core Knowledge & Competencies." OH: Early Childhood Ohio, 2015.

Early Learning Coalition of Duval. "The Infant/Toddler Responsive Caregiver Checklist." MO: Quality Rating and Improvement System, 2013.

Florida Steps to Success. "Florida Core Competencies for Early Care and Education Practitioners." FL: Office of Early Learning, 2010.

Georgia Department of Early Care and Learning. "The Georgia Early Care and Education Professional Development Competencies." GA: Department of Early Care and Learning, 2007.

Hawai'i Careers with Young Children. "Common Core Competencies for Early Childhood Practitioners." HI: Careers with Young Children, 2010.

Indiana Office of Early Childhood & Out-of-School Learning. "Indiana Core Knowledge and Competencies." IN: Office of Early Childhood & Out-of-School Learning, 2016.

Institute of Medicine and National Research Council. "Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation." Washington, DC: The National Academies, 2015.

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Louisiana Department of Education. "Louisiana Teacher Preparation Competencies." LA: Department of Education, 2016.

Maine Roads to Quality and Maine Department of Health and Human Services. "Maine Infant Toddler Credential I." ME: Department of Health and Human Services, 2014.

Massachusetts Department of Early Education and Care. "Core Competencies for Early Education and Care and Out-of-School Time Educators." MA: Department of Early Education and Care, 2010.

Minnesota Association for the Education of Young Children and the Minnesota Professional Development Council. "Minnesota Core Competencies, First Edition." MN: MnAEYC, 2004.

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New York State Office of Children and Family. "Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators." NY: Office of Children and Family, 2012.

North Carolina State Board of Education. "Standards for Birth-Kindergarten Teacher Candidates." NC: State Board of Education, 2009.

Office of Head Start. "Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work with Families." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, 2012.

Oklahoma Department of Human Services. "Oklahoma Core Competencies for Early Childhood Practitioners." OK: Department of Human Services, 2008.

Pennsylvania Department of Education and Department of Public Welfare. "Pennsylvania Core Knowledge Competencies for Early Childhood & School-Age Professionals." PA: Department of Education and Department of Public Welfare, 2005.

Portland State University. "Core Body of Knowledge for Oregon's Childhood Care and Education Profession." OR: Office of Child Development Children, Youth and Families Department, 2008.

Rhode Island Department of Human Services. "Rhode Island's Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators Working with Children Age Birth through 5 and their Families." RI: Department of Human Services, 2013.

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