

Competencies Integration Project Mapping Competencies

Institution: _____

Completed by: _____

Please reference the CDD Competencies for full descriptions of the competencies and definitions of the topics for each context.

	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
COMPETENCY 1 – Child Development and Learning				
<i>Performance Area 1: Knowledge About Child Development and Learning</i>				
<i>Topics:</i>				
1. Context of developmental theory and research				
2. Developmental theory and research				
3. Developmental domains				
4. Factors that contribute to development				
<i>Performance Area 2: Supporting Child Development and Learning</i>				
<i>Topics:</i>				
1. Pregnancy, child birth, the postpartum period and caregiving history				
2. Parent-child history and relationships				
3. The role of families				
4. Infant/toddler development and learning				
5. Preschool development and learning				
6. Learning through play				
7. Individualized developmental expectations				

COMPETENCY 2 – Culture, Diversity, and Equity	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Respect for all Similarities and Differences</i>				
<i>Topics:</i>				
1. Cultural diversity of families				
2. Receptive to all families				
3. Involves family members in planning				
<i>Performance Area 2: Culturally Responsive Approaches</i>				
<i>Topics:</i>				
1. Staff preparation for communication practices				
2. Family-educator relationships				
<i>Performance Area 3: Culture and Language Development and Learning</i>				
<i>Topics:</i>				
1. Approaches to learning				
2. Interpretation of development within cultural context				
3. Understanding cultural perspective of self and others				
4. Children’s identity development				
5. Cultural input from the community				
6. Culturally and linguistically inclusive communication and practices				
<i>Performance Area 4: Culturally Inclusive Learning Environments</i>				
<i>Topics:</i>				
1. Visual representation of diversity				
2. Language diversity				
3. Assessment of environments				

COMPETENCY 3 – Relationships, Interactions, and Guidance	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Supporting Children’s Emotional Development</i>				
<i>Topics:</i>				
1. Expression of emotions				
2. Empathy				
3. Self-regulation				
4. Strategies to support children’s emotional development				
5. Separation and transitions				
6. Family supports				
<i>Performance Area 2: Social-Emotional Climate</i>				
<i>Topics:</i>				
1. Social-emotional climate				
2. Positive relationships				
3. Relationship with nature				
4. Reflective to provide guidance to children				
<i>Performance Area 3: Socialization and Guidance</i>				
<i>Topics:</i>				
1. Strategies for socialization and guidance				
2. Appropriate expectations for behavior				
3. Encouraging children’s efforts				
4. Challenging behaviors				
5. Conflict resolution				

COMPETENCY 4 – Family and Community Engagement	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Communication with Families</i>				
<i>Topics:</i>				
1. Communication strategies				
2. Home language				
3. Family preferences for communication				
4. Conflict resolution				
<i>Performance Area 2: Relationships with Children and Families</i>				
<i>Topics:</i>				
1. Knowledge of families				
2. Family collaboration				
3. Strategies for family collaboration				
4. Strategies for engagement				
5. Integrating school and family experiences				
6. Families as community members				
<i>Performance Area 3: Community Resources</i>				
<i>Topics:</i>				
1. Family functioning				
2. Risk, stress, and resiliency				
3. Community partnerships				
4. Connecting families with resources				
5. Use of community resources				
6. Implementation of school readiness practices				
7. Strategies for school readiness and transitions				

COMPETENCY 5 – Dual Language Development	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Dual Language Program Models and Strategies</i>				
<i>Topics:</i>				
1. Program Strategies				
2. Engagement of young dual-language learners and their families				
3. Home language and English				
4. Knowledge of dual-language development				
5. Strategies to support English language development				
6. Practices to promote language literacy and development				
<i>Performance Area 2: Development of the Home Language and of English</i>				
<i>Topics:</i>				
1. Home language and English				
2. Knowledge of dual-language development				
3. Strategies to support English-language development				
4. Practices to promote literacy and language development				
<i>Performance Area 3: Observation and Assessment of Young Dual-Language Learners</i>				
<i>Topics:</i>				
1. Language and literacy assessment instruments				
2. Observation				
<i>Performance Area 4: Relationships with Families of Dual-Language Learners</i>				
<i>Topics:</i>				
1. Linguistic and cultural diversity				

COMPETENCY 6 – Observation, Screening, Assessment, and Documentation	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Observation</i>				
<i>Topics:</i>				
2. Concepts of observation				
3. Observational practices				
4. Observation				
<i>Performance Area 2: Screening and Referral</i>				
<i>Topics:</i>				
1. Screening concepts and practice				
2. Referrals				
<i>Performance Area 3: Assessment</i>				
<i>Topics:</i>				
1. Concepts of assessment				
2. Assessment instruments				
<i>Performance Area 4: Documentation</i>				
<i>Topics:</i>				
1. Strategies for documentation				
2. Modes of documentation				
<i>Performance Area 5: Interpretation, Planning, and Implementation</i>				
<i>Topics:</i>				
1. Interpretation of documentation				
2. Sharing assessment information with families				
3. Family engagement in assessment process				
4. Planning				
5. Implementation				

COMPETENCY 7 – Special Needs and Inclusion	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Philosophy, Policies, and Practices</i>				
<i>Topics:</i>				
1. Legal requirements				
2. Children’s and parents’ rights				
3. Policies and procedures				
4. People First Language				
<i>Performance Area 2: Developmentally and Individually Appropriate Practice</i>				
<i>Topics:</i>				
1. Developmentally appropriate practice				
2. Universal Design for Learning (UDL)				
3. Supporting children’s understanding of disabilities or other special needs				
<i>Performance Area 3: Collaboration with Families and Service Providers</i>				
<i>Topics:</i>				
1. Families				
2. Teamwork on inclusion				
3. Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) teams				
<i>Performance Area 4: Environmental Access and adaptive Equipment</i>				
<i>Topics:</i>				
1. Environmental access				
2. Adaptive equipment				

COMPETENCY 8 – Learning Environments and Curriculum	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Curriculum and Curriculum Planning</i>				
<i>Topics:</i>				
1. Principles of curriculum				
2. Observation				
3. Documentation				
4. reflection and interpretation				
5. Planning				
6. Implementation				
<i>Performance Area 2: Environments, Schedules, and Routines</i>				
<i>Topics:</i>				
1. Environmental design				
2. Materials and equipment				
3. Schedules and daily routines				
4. Personal-care routines				
<i>Performance Area 3: Strategies to Support Learning and Development</i>				
<i>Topics:</i>				
1. Multiple strategies to address developmental domains and content areas				
2. Intentional teaching				
3. Scaffolding				
4. Infant/toddler learning and development				
5. Preschool learning and development				

COMPETENCY 9 – Health, Safety, and Nutrition	Context 1: Supporting Early Learning & Development	Context 2: Planning/Guiding Early Learning & Development	Context 3: Creating/Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Environmental Health and Safety</i>				
1. Environmental health/safety policies and practices				
2. Administrative procedures when accidents occur				
3. Environmental health and safety problem solving				
4. Indoor and outdoor safety				
5. Outdoor health				
6. Supervision of children				
<i>Performance Area 2: Emergency Preparedness</i>				
1. Emergency plans				
2. Emergency preparedness and response				
<i>Performance Area 3: Nutrition</i>				
1. Food safety				
2. Healthful food choices and habits				
3. Child and family engagement				
4. Mealtime routines				
5. Individual dietary requirements				
6. Support for breastfeeding				
<i>Performance Area 4: Response to Health Requirements</i>				
1. Medication				
2. Daily health checks				
3. Child and family engagement in health				
4. Illness policies and practices				
5. Special health-care requirements				
6. child abuse and neglect				
7. Infant/child CPR and pediatric first aid				
<i>Performance Area 5: Child and Family Health</i>				
1. Resilience and risk				
2. Health practices and personal care				
3. Immunizations				
4. Sleep and rest				
<i>Performance Area 6: Physical Activity</i>				
1. Physical activity				

COMPETENCY 10 – Leadership in Early Childhood Education	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Systems and Change Development</i>				
<i>Topics:</i>				
1. Leadership and organizational behavior				
2. Systems theory and organizational change				
3. Systems knowledge				
4. Individual role in systems change				
5. Team building				
6. Cultivating leaders				
<i>Performance Area 2: Adult and Community Development</i>				
<i>Topics:</i>				
1. Community inclusion to set goals				
2. Community stakeholder inclusion				
3. Outreach to community leaders				
4. Conflict resolution and managing resistance to change				
<i>Performance Area 3: Advocacy and Policy Formation</i>				
<i>Topics:</i>				
1. Advocacy vision				
2. Advocacy process				

COMPETENCY 11 – Professionalism	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Professional Development</i>				
<i>Topics:</i>				
1. New ideas				
2. Role models and mentors				
3. Individual early childhood career development				
4. Reflective practice				
<i>Performance Area 2: Professional Conduct and Behaviors</i>				
<i>Topics:</i>				
1. Modes of communication				
2. Work-life balance				
3. Professional integrity				
4. Work environment				
5. Collaboration				
6. Relationships with children and families				
7. Ethical conduct				
8. confidentiality and privacy				
<i>Performance Area 3: Competence in a Specialized Body of Knowledge</i>				
<i>Topics:</i>				
1. Domains of development				
2. Developmentally, culturally, and linguistically appropriate practice				
3. Families				
4. Theory and research				
5. Philosophy				
6. Professional roles and responsibilities				
<i>Performance Area 4: Pedagogy</i>				
<i>Topics:</i>				
1. Ways of learning and self-awareness				

2. Analyzing data to learn about learning				
3. Commitment to lifelong learning				
COMPETENCY 12 – Administration and Supervision	Context 1: Supporting Early Learning and Development	Context 2: Planning and Guiding Early Learning & Development	Context 3: Creating & Maintaining Program Policies & Practices	Context 4: Advancing the Early Childhood Profession
<i>Performance Area 1: Program Planning, Development, and Operations</i>				
<i>Topics:</i>				
1. Program philosophy				
2. Program-planning process				
3. Recordkeeping				
4. Use of technology and related resources				
<i>Performance Area 2: Human Resources</i>				
<i>Topics:</i>				
1. Personnel policies				
2. Reflective practice and supervision				
3. Support for ongoing adult learning, coaching, and mentoring				
4. Performance evaluation				
5. Communication between and among staff and colleagues				
6. Conflict resolution between and among staff and colleagues				
<i>Performance Area 3: Organizational Systems, Policies, and Procedures</i>				
<i>Topics:</i>				
1. Program policies and procedures				
2. Continuous program improvement				
3. Regulatory agencies				
4. External program evaluation				
5. Individual certification				
6. Fiscal procedures				
7. Loss and liability				
8. Administrative procedures when accidents occur				

9. Facilities				
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