COMPETENCIES TO DEVELOP THE INFANT/TODDLER WORKFORCE

Developing and Assessing Competencies for Teachers and Caregivers Serving Infants and Toddlers Meeting
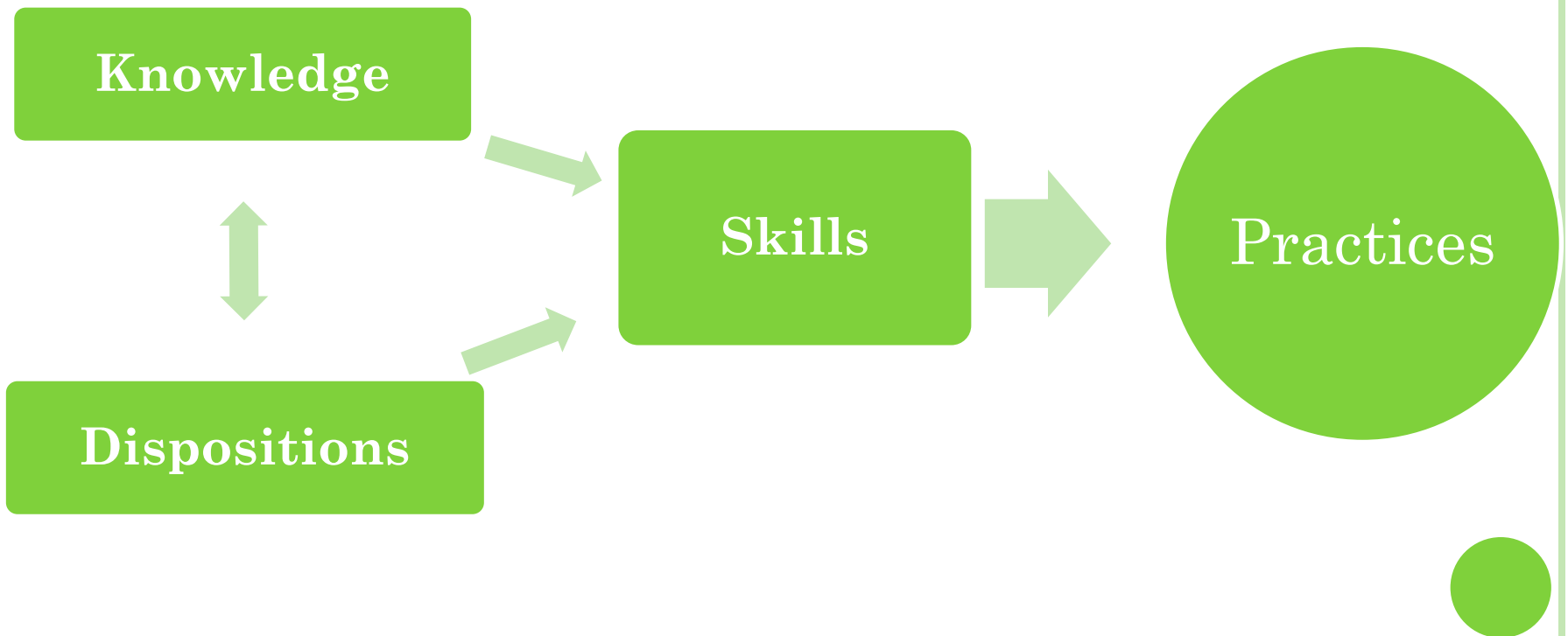
January 4, 2017
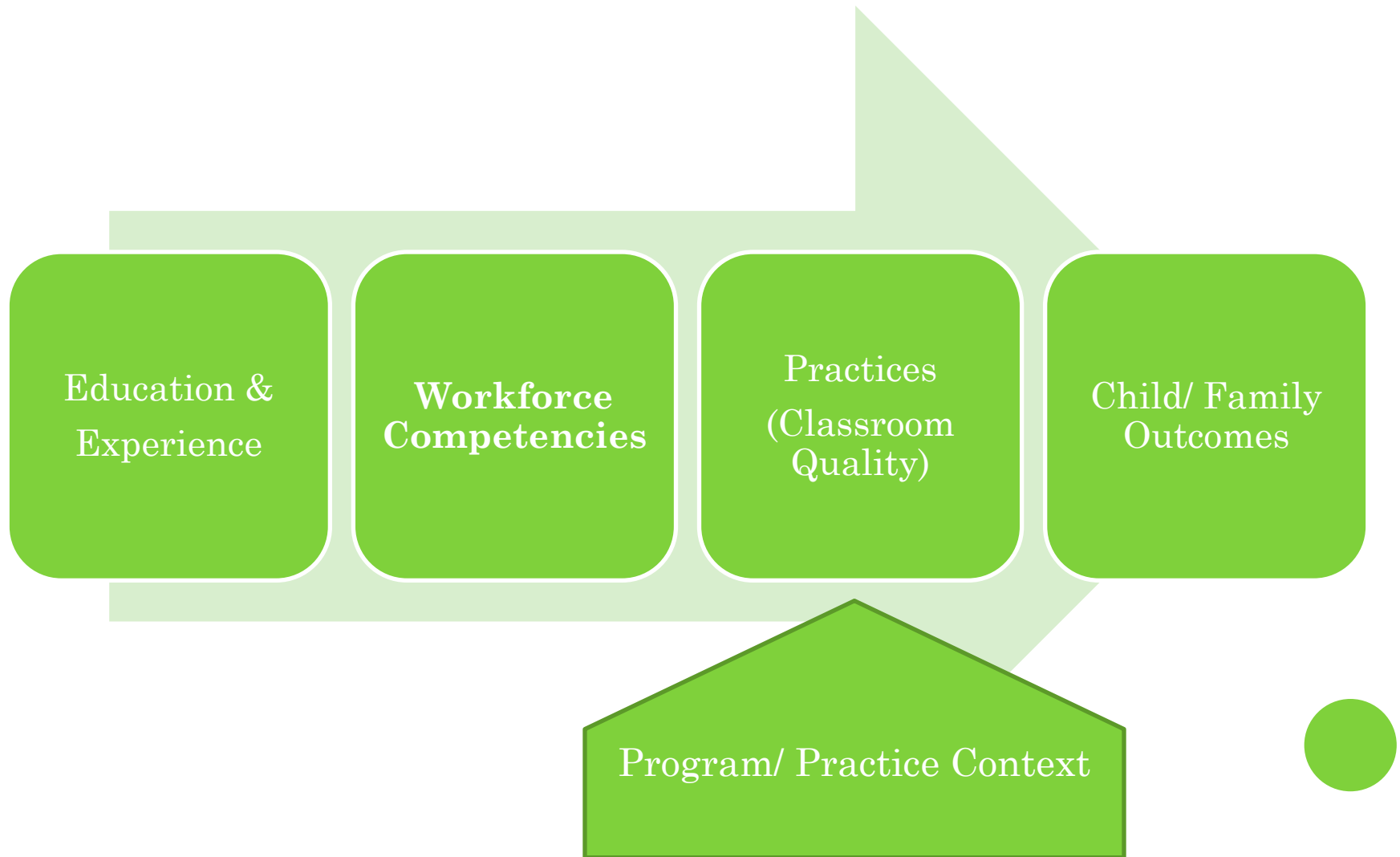
CUPID: DEFINITION & BRIEF HISTORY

- CUPID is a Scholarship of Teaching and Learning (SOTL) effort to improve teaching and enhance practice for those serving infants, toddlers, and their families

- Expert Consensus:
  - We know what is good for children…
  - But we know very little about communicating this knowledge effectively to others
- Common Frustrations:
  - Students have common attitudes, misconceptions, and "blocks"
  - Instructors lack formal knowledge of pedagogy and have few resources to identify new strategies
- Collaborative Spirit:
  - Shared passion to change attitudes, build knowledge & skills
  - We investigate our own teaching and our students' learning

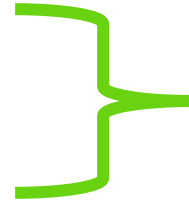# HOW CUPID SEES COMPETENCIES:

Knowledge

Dispositions

Skills

Practices

HOW CUPID SEES COMPETENCIES:

Education & Experience

Workforce Competencies

Practices (Classroom Quality)

Child/ Family Outcomes

Program/ Practice Context

COMPETENCY FRAMEWORKS *IN USE*

- CDA
  - Competency Standards focus on education/ experiences
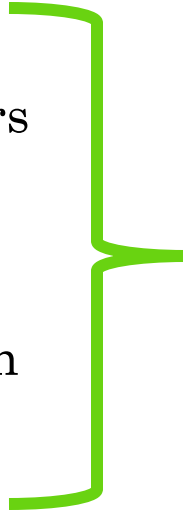
- NAEYC
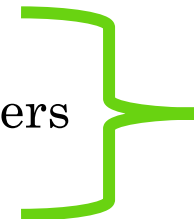 - Standards for IHEs and future teachers
- CAEP
  - Standards for Institutes of Higher Education (IHE)
  - Teacher candidate competencies within IHE standards articulate knowledge, disposition, and skills

- DEC/ CEC
  - Standards of Practice for practitioners working in early intervention

I/T specific
Not a focus for IHEs

NOT I/T specific
IHEs respond to these

I/T specific
NOT specific to classroom educators

COMPETENCY FRAMEWORKS *IN USE*

- Most professional development frameworks articulate "Standards" rather than "Competencies"
    - Standards mix education, experiences, and assessments with knowledge, dispositions, and skills

- No <u>infant/toddler</u> <u>classroom educator</u>-specific competencies in use in higher education …?

- ZTT's infant/ toddler classroom educator competencies are not yet in use

CONTEXT FOR COMPETENCY FRAMEWORKS: STATE > IHE RELATIONSHIP

- State Departments of Education
  - Some states include infants in their early childhood degrees, e.g., Birth through age 5 or 8
- State Departments of Health and Human Services (or equivalent)
  - Some states have infant/toddler specific "credentials" with education requirements

- IHEs respond directly to State Departments of Education
  - State departments of education only work with Colleges / Departments of Education
  - *Faculty in IHEs respond to national professional associations*

Role of Competencies in Professional Development

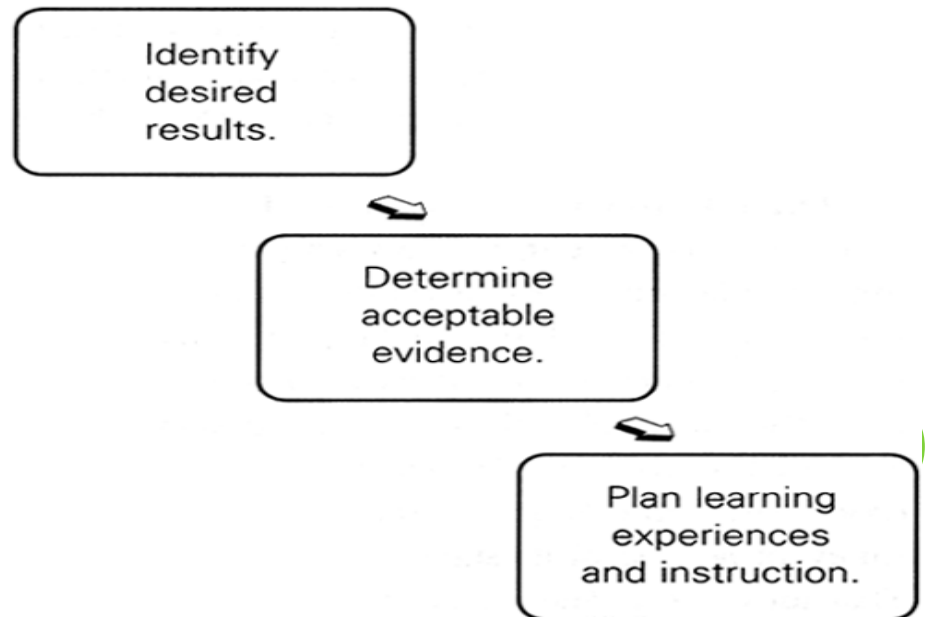- <u>I/T Educators</u> need competencies to be effective in their work and develop as professionals
  - Professional goals and tools for self-reflection

- <u>Instructors</u> (providers of PD) need competency frameworks to develop content and assess learner outcomes

- <u>Professional development systems</u> need competency frameworks to set standards and assess content and pedagogy provided to the future workforce by IHEs and others

ROLE OF COMPETENCIES IN PROFESSIONAL DEVELOPMENT

- Competencies are critical for both professional development of the individual educator, and for professionalization of the field of infant/toddler educators

- Competencies are the starting place for effective educational design:

Backwards Design:

Identify desired results.

Determine acceptable evidence.

Plan learning experiences and instruction.

CUPID COMPETENCY DOMAINS

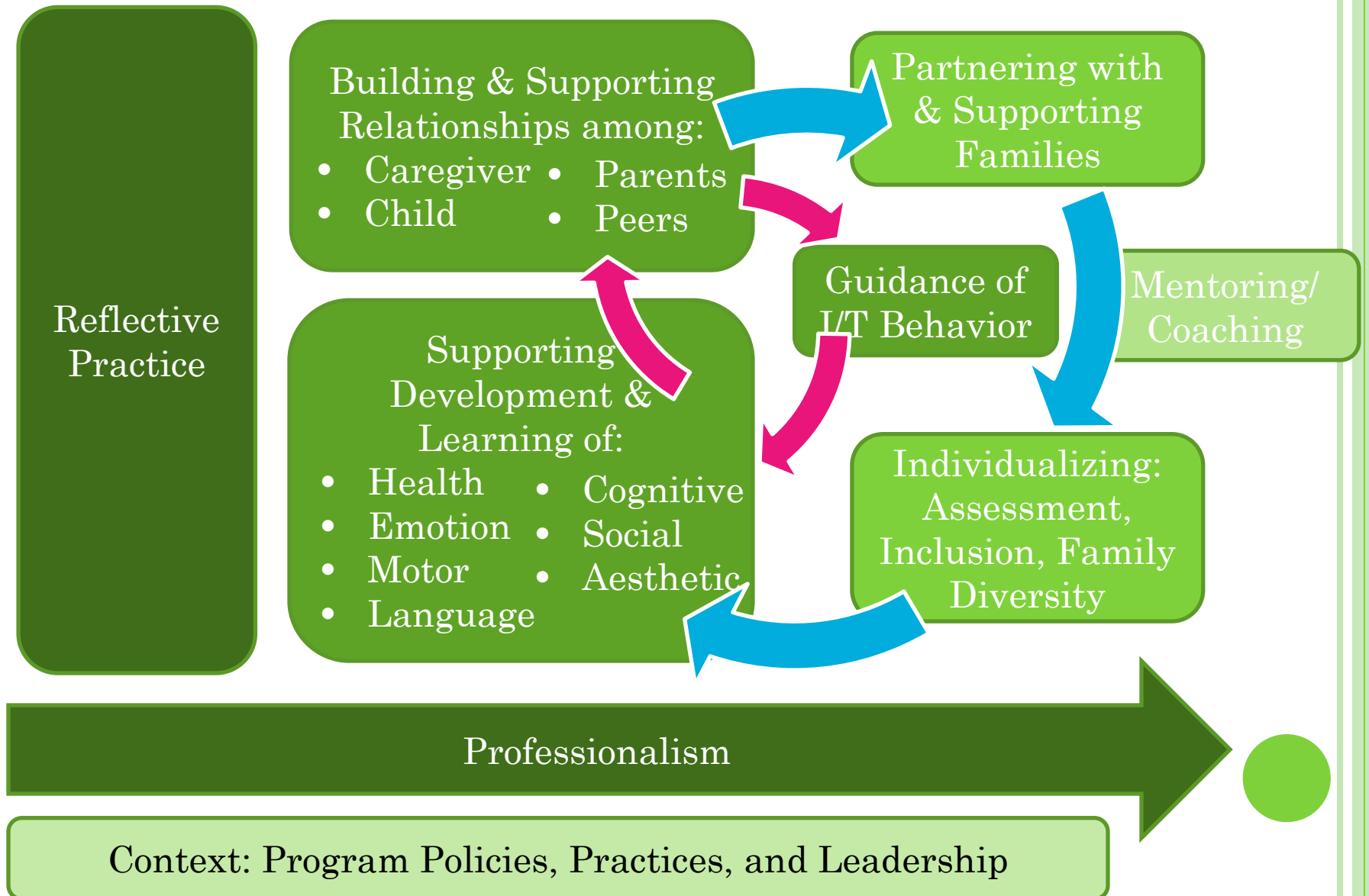| CUPID Competency Domains for Infant/Toddler Professionals |
| --- |
| Reflective Practice |
| Building & Supporting Relationships |
| Supporting Development & Learning |
| Guidance of Infant/Toddler Behavior |
| Partnering with and Supporting Families |
| Individualizing: Assessment, Inclusion, & Family Diversity |
| Mentoring/ Coaching |
| Professionalism |

Revised CUPID Competency Framework

Reflective Practice

Building & Supporting Relationships among:
- Caregiver
- Child
- Parents
- Peers

Partnering with & Supporting Families

Guidance of I/T Behavior

Mentoring/ Coaching

Supporting Development & Learning of:
- Health
- Emotion
- Motor
- Language
- Cognitive
- Social
- Aesthetic

Individualizing: Assessment, Inclusion, Family Diversity

Professionalism

Context: Program Policies, Practices, and Leadership

CUPID COMPETENCIES:
DIMENSIONS WITHIN EACH DOMAIN

Building & Supporting Relationships

Knowledge
- Centrality of relationships
- Attachment concepts

Attitudes
- Valuing relationships
- Respect child contribution

Skills: Environment
- Co-constructing routines
- Co-constructing rituals

Skills: Interaction
- Sensitive responses
- Fostering peer interactions

Supporting Development & Learning

Knowledge
- Milestones
- Individual differences

Attitudes
- Meaning of child behavior
- Nature of development

Skills: Environment
- Structure environment to promote exploration

Skills: Interaction
- Verbal communication
- Developmental stimulation

Guidance of Infant/ Toddler Behavior

Knowledge
- Appropriate expectations
- Guidance strategies

Attitudes
- Obedience & discipline
- Autonomy

Skills: Environment
- Structure environment to reduce conflict

Skills: Interaction
- Support for autonomy
- Structure and limit-setting

CURRENT USE OF CUPID COMPETENCIES

- Defining learner outcomes
- Developing learner assessments
- Determining course content
- Determining program content

Thank you to CUPID Collaborators!

COLLABORATOR AFFILIATIONS

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January 4, 2017