

# Vermont Infant/Toddler Competencies 2021



## Vermont Infant/Toddler Competencies - 2021

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## Introduction to the Infant Toddler Competencies

The Vermont Infant Toddler Competencies incorporate relevant portions of two national competency documents for professionals working with infants and toddlers: *The Zero to Three Critical Competencies*, and *the Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID)*. The committee also referenced many other national documents defining the skills and knowledge of professionals working with this age range. (See Appendices).

The Vermont Infant Toddler Competencies are designed to be used along with the 2018 [Vermont Core Knowledge and Competencies for Early Childhood Professionals](#)<sup>1</sup>. This is not a standalone document. Like the Core Knowledge and Competencies for Early Childhood Professionals, the Infant Toddler Competencies reference the Vermont Early Learning Standards (VELS).<sup>2</sup>

### Uses

- Like all professional competencies, the Infant Toddler Competencies can be used as a framework to assess professional competence, define curricula, plan training, set staff goals, frame job descriptions, and evaluate performance. They provide a common language for infant toddler professionals.
- The Infant Toddler Competencies specifically apply to practitioners working with pregnant people, infants and toddlers, and their families. Knowledge and skills relevant to the prenatal period are included and especially important for home visitors.
- The Infant Toddler Competencies are relevant for professionals working in both family child care homes and center-based programs that serve infants and toddlers, directors of those programs, and home visitors.

### Structure

- The Core Knowledge Areas in the Vermont Core Knowledge and Competencies for Early Childhood Professionals also serve as the categories for the Infant Toddler Competencies.
- Infant and Toddler Competencies begin at Level II. Level I competencies specific to infants/toddlers were not developed by the Taskforce. Level I competencies in the Vermont Core Knowledge and Competencies for Early Childhood Professionals include an expectation that the practitioner is able to describe basic principles of infant and toddler care.
- Each competency level builds on the previous level (for example, Level IV competencies build on Levels III and II). There are fewer competencies as the Levels increase, therefore there are boxes in Level IV that are left blank.
- Competencies particularly relevant for Home Visitors are marked HV.

1 - <https://northernlightscv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>

2 - <https://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf>

## Knowledge Area: Child Development

Level I competencies expect the practitioner is able to describe basic principles of infant/toddler growth and development. For more detail about Level I competencies in child development, please visit the Vermont Core Knowledge and Competencies for Early Childhood Professionals.<sup>3</sup>

	Level II	Level III	Level IV
<b>A</b>	Demonstrates understanding that young children learn and develop through play, especially child-initiated play.	Identifies and supports specific play patterns of groups of infants and toddlers.	Identifies and supports specific play patterns of individual infants and toddlers.
<b>B</b>	Recognizes the prenatal, infant and toddler years as a unique developmental period of brain growth and development and recognizes developmental differences unique to this age range.	Adjusts interactions and practices to keep pace with the child's unique progression of development and brain growth.	
<b>C</b>	Recognizes how experiences, environmental factors, and biological factors influence growth and development during this time period, contributing to the uniqueness of each individual.	Modifies interactions with child based on their understanding how experiences, environmental factors, and biological factors influence growth and development.	
<b>D</b>	Identifies how individual temperamental tendencies of infants and toddlers are expressed, and provides positive responsive interactions and experiences.	Models and facilitates development of "goodness of fit" between children and the adults in their life.	
<b>E</b>	Recognizes the unique and rapid sequence of infant and toddler development in all domains: physical, cognitive, social, emotional, self-care, and communication and literacy.	Provides environments and experiences that both challenge and support development.	Evaluates and modifies the environment and experiences in order to challenge and support children's development.
<b>F</b>	Recognizes that appropriate risk-taking, through exploration, is necessary for children's growth.	Allows supportive risk-taking by children as they explore.	Designs appropriate risk-taking opportunities for children as they explore.
<b>G</b>	Recognizes that the foundation for building resilience begins prenatally, and that birth to three is a critical time in the formation of skills related to building resilience.	Identifies and uses research-based and current strategies to promote resiliency and to build protective factors in children.	

3 - <https://northernlightscv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>

## Knowledge Area: Child Development (Continued)

	Level II	Level III	Level IV
<b>H</b>		Positively supports the child's development of self-regulation.	Designs and coordinates with others to support the child's development of self-regulation.
<b>I</b>	Recognizes and promotes behavior as communication and a critical period for language development.	Provides intentional opportunities and engages with the child to enhance communication skills.	Evaluates the effectiveness of strategies used to enhance the child's communication skills.
<b>J</b>	Recognizes the development of social and emotional competence as critical for brain development and all other learning.	Identifies and uses research-based and current strategies for the development of social and emotional skills, recognizing that these are key components of developing healthy brain architecture.	Evaluates the effectiveness of strategies utilized to support the social/emotional competence of every child, and makes adaptations as needed.
<b>K</b>	Describes fundamental capacities for joint attention, regulation, and engagement across a wide range of emotions.	Plans and implements communication in a serve and return manner with the child.	Supports navigation of complex social problem-solving by the child.
<b>L</b>	Identifies how the environment and adult interactions influence infant/toddler behavior.	Adapts own interactions and the environment to support optimal development of individual children.	Assesses environment and adult interactions, and informs others about how these influence the behavior of each infant and toddler..

## Knowledge Area: Families and Communities

Level I competencies expect the practitioner is able to describe basic principles of working with infants / toddler families and communities. For more detail about Level I competencies for families and communities, please visit the Vermont Core Knowledge and Competencies for Early Childhood Professionals. <sup>4</sup>

	Level II	Level III	Level IV
<b>A</b>	Demonstrates respect for how various family structures, circumstances, values, and cultures impact relationships with infants and toddlers (e.g. feeding, sleeping, daily routines).	Effectively engages family members in order to synthesize the family's belief systems with professional knowledge and policies.	
<b>B</b>	Supports parents/guardians as they understand and honor their child's unique personality, identity, temperament, and initiative.	Creates opportunities for families to use information about their child's temperament to enhance the child's learning throughout different stages of development.	
<b>C</b>	Helps parents/guardians observe and support their child's development.	Provides guidance to families on current benchmarks and anticipated developmental milestones unique to each child.	Provides strategies for families to observe and support all aspects of child's development in the home.
<b>D</b>	HV: Recognizes that parents/guardians have unique goals for their children and family, which may be different from the goals of the home visitor.	HV: Uses strengths-based approaches to assist families in identifying their goals.	HV: Supports families in achieving their goals.
<b>E</b>	Recognizes, honors, and supports expectant parents and parents/guardians of infants and toddlers' dreams and goals for their children and their family.	Recognizes and accepts that expectant parents and parents/guardians of infants and toddlers have unique dreams and goals for their children and family.	Supports parents/guardians in articulating their dreams and goals for their children and family.
<b>F</b>	Appreciates and demonstrates respect for the various emotional responses and experiences of expectant families and those with very young children, and understands how these emotional states can influence family dynamics, communication, and expectations.		Designs experiences that support families in building protective factors and encourages families to access concrete support in times of need

4 - <https://northernlightsccv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>

## Knowledge Area: Families and Communities (Continued)

	Level II	Level III	Level IV
<b>G</b>	Recognizes and supports parent-child relationship and attachment among the child, family members and other caregivers.	Creates setting-specific opportunities that support parent-child relationship and attachment among the child, family members and other caregivers.	Designs expanded setting-specific opportunities to enhance parent-child relationship and attachment among the child, family members and other caregivers.
<b>H</b>	Supports parents' strengths through recognition and validation of choices and skills.		
<b>I</b>	Demonstrates awareness of community resources available to families, the process of referral to these resources for expectant parents/guardians and parents/guardians of infants and toddlers, and supports families to advocate for themselves.	Creates opportunities for families to develop skills and tools to identify their needs and advocate for themselves to connect to services.	Coordinates opportunities for families to provide concrete support to other families in the program or community to encourage reciprocity.
<b>J</b>	Demonstrates knowledge of the types, possible causes, risk factors, symptoms, and potential impacts of perinatal mood and anxiety disorders and the higher risk of domestic violence during pregnancy.	Supports families to connect with appropriate community resources	Coordinates opportunities for community and connection to support new and expectant families.
<b>K</b>	Recognizes the importance of working in partnership with families of dual-/multi-language learners to support home language development.	Incorporates commonly used and familiar words in the child's home language(s) into the child care setting	Supports parents/guardians in articulating their dreams and goals for their children and family.
<b>L</b>	Identifies strategies and opportunities to support parents/guardians in increasing their understanding of their children's learning and development through play.	Selects strategies to support parents/guardians in increasing their understanding of their children's learning and development through play.	Implements strategies to support parents/guardians in increasing their understanding of their children's learning and development through play.
<b>M</b>	HV: Demonstrates skills for collaborating with parents/guardians to establish common goals for future visits.	HV: Promotes opportunities for parents/guardians to build skills in planning for home visits.	HV: Supports the family to take the lead in setting goals and planning for home visits.
<b>N</b>	HV: Recognizes the attitudes, cultural contexts, or barriers that may impact a parent's decision to initiate or continue breastfeeding.	HV: Is responsive to the attitudes, cultural contexts, or barriers that may impact a parent's decision to initiate or continue breastfeeding.	

## Knowledge Area: Observing and Assessing

Level I competencies expect the practitioner is able to describe basic principles of infant/toddler observation and assessment. For more detail about Level I competencies in observation and assessment, please visit the Vermont Core Knowledge and Competencies for Early Childhood Professionals. <sup>5</sup>

	Level II	Level III	Level IV
<b>A</b>	Identifies what to look for during observations of infants and toddlers, and how to interpret the data.	Practices a system of ongoing observations of individual infants and toddlers and the group to inform curriculum and communicate with families.	
<b>B</b>	Describes the rationale and purpose for various types of research-based infant and toddler assessment and screening tools, and is able to administer screening tools appropriately.	Identifies, is trained in, and uses research-based infant and toddler-specific assessment tools (criterion-based, play-based, standardized assessments) in accordance with State or programmatic requirements. Analyzes result and makes appropriate referrals as needed.	Communicates results of assessments with families and appropriate community partners in support of child and program goals.
<b>C</b>	Recognizes the unique characteristics of documentation related to infants and toddlers.	Practices documentation of infant and toddler behavior and development (i.e. schedules and routines).	Provides strategies for families to observe and support all aspects of child's development in the home.
<b>D</b>	Observes the child while in natural environments recognizing the family and environmental context, child's health, and current arousal state at the time to best learn about the child.	Interprets results of all assessments for individual children.	Develops experiences for individual child based on results of assessments.

5 - <https://northernlightsccv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>



## Knowledge Area: How We Teach

Level I competencies expect the practitioner is able to describe basic principles of how to teach infants/toddlers. For more detail about Level I competencies about how we teach, please visit the Vermont Core Knowledge and Competencies for Early Childhood Professionals. <sup>6</sup>

	Level II	Level III	Level IV
<b>A</b>	Recognizes how experiences of the day including routines, i.e. diaper changing, dressing, meals, and transitions, are essential parts of the curricula.	Incorporates experiences of the day in implementing curricula.	Evaluates the success of the opportunities offered and makes adaptations to the curriculum.
<b>B</b>	Practices responsive relationships with children, recognizing that consistent, responsive relationships with primary caregivers shape the architecture of the brain, and promote attachment.	Consistently practices respectful and responsive relationships with children.	Articulates and models consistent reflective and responsive practice with children, and supports other professionals to do so.
<b>C</b>	Creates responsive and safe learning environments that are unique to the developing and changing needs of infants and toddlers (See Appendix A for examples).	Plans and modifies the learning environment to meet needs and interests of individual children.	
<b>D</b>	Uses open-ended and varied materials with a wide range of sensory properties for creating meaningful, rich experiences in which multiple children can engage.	Makes modifications to materials to meet the needs of individual children.	
<b>E</b>	Practices strategies that support creating a community of young learners of infants and toddlers and enhances a sense of belonging.	Recognizes and modifies strategies to balance individual needs and interests as well as the group experience.	
<b>F</b>	Practices strategies that support social and emotional development of infants and toddlers (See Appendix A for examples).	Modifies strategies to meet individual needs of children and the group.	
<b>G</b>	Recognizes that infants and toddlers learn best when given opportunities to engage in meaningful experiences throughout their daily play and caregiving routines.	Provides individualized opportunities for meaningful experiences to engage infants and toddlers throughout the day.	Designs and evaluates opportunities that address individual needs, strengths, and interests of each infant and toddler.

6 - <https://northernlightscv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>

## Knowledge Area: How We Teach (Continued)

	Level II	Level III	Level IV
<b>H</b>	Practices strategies that support children's development of play skills (See Appendix A for examples).	Uses observations to enhance opportunities to support children's play skills	Designs opportunities to individualize experiences to support children's play skills
<b>I</b>	Encourages persistence with a task by offering verbal support, interest, and questions e.g. "I wonder what would happen if you laid the block on its side?"		
<b>J</b>	Identifies opportunities that support infants and toddlers to begin to predict, explain, and reason about the people and world around them.	Adapts interactions, the environment, and materials to enhance infants' and toddlers' opportunities to make predictions, explaining, and reason.	Evaluates effectiveness of adaptations and continues to adapt appropriately.
<b>K</b>	Demonstrates sensitivity to children's signs of fatigue or overstimulation and adjusts the pace of activities, tone of voice and behavior in response.	Adapts environment and materials in response to children's levels of energy and need for stimulation.	Partners with other adults in the environment to promote responsiveness to children's levels of energy and need for stimulation.

## Knowledge Area: What We Teach

Level I competencies expect the practitioner is able to describe basic principles of what to teach infants/toddlers. For more detail about Level I competencies about what we teach, please visit the Vermont Core Knowledge and Competencies for Early Childhood Professionals. <sup>7</sup>

	Level II	Level III	Level IV
<b>MATHEMATICS</b>			
<b>A</b>	Demonstrates intentional use of materials and descriptive language that offers a wide variety of opportunities to discover mathematical concepts (See Appendix B for examples).	Adapts materials and language to meet mathematical concepts that match the interests and developmental levels of the group and individual children.	Evaluates the effectiveness of the integration of mathematical concepts into the program to match children's interests and developmental levels.
<b>SCIENCE</b>			
<b>A</b>	Offers infants and toddlers supportive language and repeated opportunities to explore their world, infusing scientific concepts (See Appendix B for examples).	Adapts materials and language to meet scientific concepts that match the interests and developmental levels of the group and individual children.	Evaluates the effectiveness of the integration of scientific concepts into the program to match children's interests and developmental levels.
<b>APPROACHES TO LEARNING</b>			
<b>A</b>	Offers opportunities to encourage the child's own initiative, curiosity, explorations, problem solving, persistence, and play development.		
<b>EMOTIONAL</b>			
<b>A</b>	Supports the infants' and toddlers' progression of regulation from co-regulation to self-regulation through infancy and toddlerhood.		
<b>SOCIAL</b>			
<b>A</b>	Uses intentional language, actions, and environments to support children's sense of self, belonging, and engagement with others.	Facilitates toddlers' social interactions with peers using peer-mediated interventions.	

7 - <https://northernlightsccv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>

## Knowledge Area: What We Teach (Continued)

	Level II	Level III	Level IV
<b>LITERACY</b>			
<b>A</b>	Promotes a positive attitude toward books and other literacy materials by engaging in shared and independent experiences.	Provides a variety of literacy opportunities that reflect children's culture, language, interests, and developmental level.	Analyzes appropriateness of literacy materials, and incorporates and extends concepts, ideas, and children's reactions to the materials.
<b>LANGUAGE</b>			
<b>A</b>	Uses a variety of verbal and non-verbal communication in a serve and return manner to encourage children's verbal and non-verbal responses.	Promotes individual children's communication skills by adjusting adult's tone, pitch, volume, speed, intensity, and non-verbal messaging.	Assesses individual children's communication styles and methods and adapts communication approaches accordingly.
<b>B</b>	Narrates activity using a total communication approach pairing signs/gestures and words/labels to an object or activity as the child is engaged in that activity.		
<b>SOCIAL STUDIES</b>			
<b>A</b>	Provides materials, picture books, and experiences reflecting child's sense of self and community.	Expand materials and opportunities to reflect a wider variety of cultures in the global community as the child grows.	
<b>CREATIVE ARTS</b>			
<b>A</b>	Encourages child's self-expression in all modalities and uses language to support the child's creative process. (See Appendix B for examples)	Adapts opportunities and materials to reflect individual children's interests and developmental levels.	

## Knowledge Area: Health, Safety, and Nutrition

Level I competencies expect the practitioner is able to describe basic principles of infants/toddler health, safety, and nutrition. For more detail about Level I competencies about health, safety, and nutrition, please visit the Vermont Core Knowledge and Competencies for Early Childhood Professionals. <sup>8</sup>

	Level II	Level III	Level IV
<b>NUTRITION</b>			
<b>A</b>	HV: Describes the impact of a pregnant parent’s nutrition on the developing fetus as indicated in Caring for Our Children.	HV: Supports families’ increasing knowledge of the impact of a pregnant parent’s nutrition on the developing fetus. Encourages conversation with medical provider.	HV: Connects families to community resources regarding nutrition and breastfeeding options.
<b>B</b>	Understands the advantages of and challenges to continued breastfeeding, and recognizes importance of encouraging breastfeeding families to continue breastfeeding	Supports the parents, both physically and emotionally, to continue breastfeeding. Encourages conversation with medical provider.	Connects to breastfeeding- related community resources as needed
<b>C</b>	Recognizes that feeding is a learning process for both parent/guardian and infant or toddler, including children with chronic health issues and special health needs.	Recognizes and responds to infant and toddler cues related to feeding (e.g. hunger, overstimulation, satiation, fatigue, etc.) in conjunction with the parent/guardian. Encourages conversation with medical provider.	Connects to community resources as needed.
<b>D</b>	Recognizes developmental signs of readiness for introduction of textures, solids, finger-feeding, etc.	Supports child’s move from liquid to solid foods, in partnership with families, recognizing the role of portion size, texture, variety, balanced diet, potential allergies, and food sensitivities. Encourages conversation with medical provider.	Connects to community resources as needed.
<b>E</b>	Follows individual feeding patterns of the infant, and promotes and supports feeding on demand.	Collaborates with parents regarding individual infants’ feeding patterns and families values, preferences, and beliefs.	Seeks additional information and resources as needed

8 - <https://northernlightsccv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>

## Knowledge Area: Health, Safety, and Nutrition (Continued)

	Level II	Level III	Level IV
<b>HEALTH</b>			
<b>A</b>	HV: Recognizes impact of environment and teratogens (an agent that can disturb the development of an embryo/fetus), for pregnant people.	HV: Supports pregnant people in avoiding teratogens and establishing healthy and safe environments for optimal physical, mental, and oral health.	HV: Seeks additional information and resources as needed, and connects families to community resources as needed.
<b>B</b>	HV: Recognizes the impact of environment on health and the importance of maintenance of optimal physical, mental, and oral health for all family members.	HV: Supports all parents/guardians to maintain optimal physical, mental, and oral health.	HV: Seeks additional information and resources as needed, and connects families to community resources as needed.
<b>C</b>	Recognizes common childhood illness in infants and toddlers and knows how to respond appropriately.	Supports parents to increase knowledge of prevention and treatment of childhood illnesses and maintain a medical home.	Seeks additional information and resources as needed and connects families to community resources as needed.
<b>D</b>	Recognizes the biological rhythms and individual sleeping patterns of infants and toddlers.	Collaborates with parents/guardians and creates environments and routines in their program that support responsiveness to the individual sleeping patterns and biological rhythms of infants and toddlers.	Advocates for and supports changes to policies and practices to promote responsiveness to biological rhythms and individual sleeping patterns.
<b>PHYSICAL ACTIVITY</b>			
<b>A</b>	Describes the recommendations of Caring for Our Children 3rd edition regarding tummy time for infants and time in confining equipment such as high chair, bouncy seat, car seat, swings, strollers (unless specified in individual care plan).	Implements the recommendations of Caring for Our Children 3rd edition and shares these recommendations with parent/guardians.	Advocates for and supports changes to policies and practices to promote implementation of recommendations of Caring for Our Children 3rd edition related to tummy time, etc.
<b>B</b>	Describes significance of gross motor movement and physical activity to support learning and brain development for infants and toddlers.	Provides opportunities in indoor and outdoor learning environments for gross motor movement and physical activity in support of learning and brain development for infants and toddlers. Shares related information with parents.	

## Knowledge Area: Professionalism

Level I competencies expect the practitioner is able to describe basic principles of professionalism for infant/toddler care. For more detail about Level I competencies in professionalism, please visit the Vermont Core Knowledge and Competencies for Early Childhood Professionals. <sup>9</sup>

	Level II	Level III	Level IV
<b>A</b>	Recognizes and reflects on how the practitioner’s own assumptions about the intent of children’s behavior can impact the practitioner’s response and practice.	Evaluates and adjusts assumptions to ensure practitioner’s response and practice are strengths-based and reflect the child’s context.	
<b>B</b>	HV: Recognizes the impact of the practitioner-parent relationship on the parent-child relationship.	HV: Applies research-based strategies to strengthen the parent-child relationship and modifies as needed.	
<b>C</b>	Identifies personal values and culture and how they influence one’s teaching and interactions with children, families, and other professionals.	Recognizes differences and adapts behaviors as appropriate when there are differences of values while maintaining respect for others.	Models behaviors and supports other adults to recognize and accept differing values while maintaining respect for others.
<b>D</b>	HV: Demonstrates skills for guiding parents’ reflections on parenting, child development, and well-being including sharing one’s own reflections appropriately.	HV: Assesses the effectiveness of strategies used to guide parents, recognizes when strategies used to guide parents are not working, researches additional options, and modifies as needed.	

9 - <https://northernlightsccv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>

## Knowledge Area: Program Organization

Level I competencies expect the practitioner is able to describe basic principles of program organization for infant/toddler care. For more detail about Level I competencies in program organization, please visit the Vermont Core Knowledge and Competencies for Early Childhood Professionals.<sup>10</sup>

	Level II	Level III	Level IV
<b>A</b>	Implements policies and practices to communicate with parents/guardians regarding immunization requirements.	Provides training for staff about communicating with parents/guardians regarding immunization requirements.	
<b>B</b>	Implements policies and practices that welcome all parents/guardians and supports parents who choose	Provides ongoing training with staff on how to better support parents who choose to breastfeed.	Regularly assesses policies and implements changes as needed.
<b>C</b>	Implements policies and practices that support the Program for Infant Toddler Care Six Essential Practices which include Primary Caregiving and Continuity of Care (See Appendix E for detail).	Provides ongoing training to support staff in implementing the Program for Infant Toddler Care Six Essential Practices.	Evaluates policy effectiveness in individual settings and implements changes if needed.
<b>D</b>	Implements policies and practices that support various transitions experienced by children and families.	Provides ongoing training with staff on practices to support various transitions experienced by children and families.	Regularly assesses policies and implements changes as needed.
<b>E</b>	Provides regular opportunities for reflective practice among staff.	Provides reflective supervision with staff.	
<b>F</b>	Implements policies that recognize diversity and enable inclusion in all aspects of programming practices and interactions with children, families, and staff.	Offers opportunities for ongoing training to support staff in implementing policies related to diversity, equity, and inclusion.	Evaluates the effectiveness of the policies and practices related to diversity, equity, and inclusion.

10 - <https://northernlightscv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>



## Appendices

### Appendix A: Examples for Knowledge Area: How We Teach

	Competency	Level II Examples
C	Creates responsive and safe learning environments that are unique to the developing and changing needs of infants and toddlers.	<ul style="list-style-type: none"> <li>• Rooms are designed for children to move around safely. Provider has considered all children’s needs when designing the room.</li> <li>• Provider sets up the room to include pathways and open spaces that allow children to move around the room for independent and safe exploration.</li> <li>• Provider ensures there are inclines, steps, or other small encounters to allow for new crawlers as well as those who would like a challenge to explore multi levels, both indoors and outdoors.</li> <li>• Provider ensures there are protected spaces for children who are not yet mobile or desire a less active space.</li> </ul>
E	Practices strategies that support creating a community of young learners of infants and toddlers and enhances a sense of belonging.	<p>The environment is arranged and materials are provided that promote adult/child and child/child interactions.</p> <ul style="list-style-type: none"> <li>• Provider ensures that some materials placed in the room are large enough that multiple children can interact, i.e. provide a large sheet of paper, Mylar, or other materials rather than individual ones; provides tunnels, large platforms or other equipment that multiple children can access together.</li> <li>• Provider develops opportunities that allow for 2 children to interact, i.e. small table with only 2 chairs, cardboard box that allows two children to be together.</li> <li>• Provider actively promotes interactions and intentionally uses terminology to encourage group opportunities</li> <li>• Provider acknowledges positive interactions among children.</li> </ul>
F	Practices strategies that support social and emotional development of infants and toddlers.	<p>Provider intentionally designs the environment, selects materials and plans for opportunities to enhance social and emotional development.</p> <ul style="list-style-type: none"> <li>• Provider labels his/her own and children’s emotions.</li> <li>• Provider views interactions from a strength- based perspective – understanding the child’s behavior is his/her form of communication.</li> <li>• Provider uses terminology that supports emotions and suggests positive alternative behavior when needed.</li> </ul>
H	Practices strategies that support children’s development of play skills.	<p>Provider offers a large range of diverse materials for children to explore multiple properties that promote the engagement of each child. Provider Intentionally allows for children to explore the relationship between these materials.</p> <ul style="list-style-type: none"> <li>• Provider narrates children’s play.</li> <li>• Provider asks open ended questions to support children’s thinking.</li> <li>• Provider offers and rotates materials that continue to promote each child’s individual approaches to learning.</li> </ul>
J	Identifies opportunities that support infants and toddlers to begin to predict, explain and reason about the people and world around them.	<ul style="list-style-type: none"> <li>• Provider uses language to explain events, to describe cause and effect.</li> <li>• Provider creates an environment that encourages exploration.</li> <li>• Provider asks open-ended questions to support prediction (“What would happen if...”)</li> <li>• Provider is consistent in responses and routines to support the child’s ability to make sense of their world.</li> </ul>

## Appendix B: Examples for Knowledge Area: What We Teach

	<b>Mathematics</b>	<b>Level II Examples</b>
<b>A</b>	Demonstrates intentional use of materials and descriptive language that offers a wide variety of opportunities to discover mathematical concepts.	<ul style="list-style-type: none"> <li>• Provider offers different sized objects and containers.</li> <li>• Provider offers materials that promote the understanding of multiple mathematical concepts i.e. clay, playdough, variety of building materials, paint.</li> <li>• Provider uses terminology to promote mathematical concepts, i.e. size, number, spatial relationships, transformations, volume, patterns.</li> </ul>
	<b>Science</b>	<b>Level II Examples</b>
<b>A</b>	Offers infants and toddlers supportive language and repeated opportunities to explore their world infusing scientific concepts.	<ul style="list-style-type: none"> <li>• Provider offers opportunities in nature that provide diverse elements, materials and transformations.</li> <li>• Provider offers opportunities to use multiple senses in exploration.</li> <li>• Provider offers opportunities to use scientific tools and methods throughout the learning environment – both indoors and outdoors, i.e. making predictions, allowing children to pose hypotheses, cause and effect, encouraging curiosity ensuring the focus is on the process rather than the answers.</li> <li>• Provider uses scientific language to describe actions and investigations</li> </ul>
	<b>Creative Arts</b>	<b>Level II Examples</b>
<b>A</b>	Encourages child’s self- expression in all modalities and uses language to support the child’s creative process.	<ul style="list-style-type: none"> <li>• Provider encourages multiple forms of creative arts, i.e. dancing, music, and dramatic play.</li> <li>• Provider offers a variety of mediums such as paint, clay, playdough, paper, collage, and wire.</li> <li>• Provider uses terminology that encourages process over product and does not include judgement, i.e. tell me how you did that, I see you are using a red marker and making big marks on your paper (describe the activity rather than the product).</li> </ul>

## Appendix C: Knowledge Area: Health, Safety and Nutrition Resources Cited

### **Resources Cited**

#### ***Caring for Our Children, 3rd edition***

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*. <http://nrckids.org/CFOC/toc> Chapters 2, 3, 4.

- Chapter 2: Program Activities for Healthy Development, pg. 47
- Chapter 3: Health Promotion and Protection, pg. 87
- Chapter 4: Nutrition and Food Service, pg. 149

#### ***Bright Futures***

American Academy of Pediatrics, 2018  
<https://brightfutures.aap.org/Pages/default.aspx>

Nutrition and Pocket Guide  
<https://brightfutures.aap.org/materials-and-tools/nutrition-and-pocket-guide/Pages/default.aspx>

Family Materials  
<https://www.brightfutures.org/familymaterials.html>

## Appendix D: References and Resources

### Vermont's Early Childhood Professional Dispositions

Dispositions are behaviors guided by beliefs and attitudes related to one's values. Dispositions impact each of the skills and knowledge described in the Vermont Core Knowledge and Competencies for Early Childhood Professionals. In Vermont, these dispositions are:

1. Delights in and is curious about children and how they grow and learn
2. Appreciates and supports the unique and vital role of families in their children's lives
3. Is eager to learn new knowledge and skills that will support young children's development and learning
4. Models the attitudes and behaviors that she/he values in children
5. Values and celebrates the diversity found among children and their families and in the world around them
6. Is willing to ask for help, to learn from others, and to accept constructive criticism
7. Reflects on the personal beliefs and values that influence her/his own actions
8. Shows respect for children, families, and colleagues by maintaining confidentiality
9. Communicates clearly, respectfully, and effectively with children and adults; responds to challenges and changes with flexibility, perseverance, and cooperation
10. Expresses her/his own emotions in healthy and constructive ways
11. Values and nurtures imagination, creativity and play both in children and in herself/himself;
12. Demonstrates responsible professional and personal habits in working and interacting with others
13. Has a collaborative attitude

In addition to the dispositions listed above, the following dispositions were added, specific to infant toddler professionals.

14. Appreciates the unique infant and toddler developmental stages.
15. Respects the child's balance of autonomy and security that is expressed through behaviors.

### Infant Toddler Credential Committee Members

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## Background

In the summer of 2016, the Child Development Division of the Department for Children and Families with the Vermont Head Start Collaboration office invited professionals from diverse perspectives to form the Vermont Infant and Toddler (I/T) Credential Development Stakeholders' Taskforce. That Taskforce with the support of a facilitator and national consultants used the *Strategic Planning Steps to Develop the Infant Toddler Professional Credential*\* to inform the design of a Vermont Infant and Toddler Credential. In the spring of 2017, the Taskforce determined that infant and toddler competencies were needed as the foundation for the credential. With input from the Taskforce, an ad hoc group worked for a year to create the first full draft of the Vermont Infant and Toddler Competencies.

[insert link to observation tools]

## Resource Documents

The following references and research documents were used to inform the development of Vermont's Infant Toddler Competencies:

- *Caring for Our Children 3rd edition* – recommendations regarding nutrition, breastfeeding, and the introduction of milk for infants and toddlers according to the American Academy of Pediatrics, Institute of Medicine, and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).
- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*. <http://cfoc.nrckids.org>
- Collaborative for understanding the pedagogy of infant-toddler development (CUPID) <https://www.waikato.ac.nz/wmier/projects/collaborative-for-understanding-the-pedagogy-of-infant-toddler-development-cupid>
- Credentials for the Infant/Toddler Child Care Workforce: A Technical Assistance Tool for Child Care and Development Fund Administrators <http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/337/Credentials-for-the-Infant-Toddler-Child-Care-Workforce-A-Technical-Assistance-Tool-for-Child-Care-a.aspx>
- Program for Infant Toddler Care - Six Essential Program Practices [https://www.pitc.org/pub/pitc\\_docs/policies.html](https://www.pitc.org/pub/pitc_docs/policies.html)
- Vermont Core Knowledge and Competencies for Early Childhood Professionals <https://northernlightsccv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>
- Working Toward a Definition of Infant/Toddler Curricula: Intentionally Furthering the Development of Individual Children within Responsive Relationships <https://www.wested.org/wp-content/uploads/2017/03/resource-working-toward-a-definition-of-infant-toddler-curricula.pdf> (page 4 Curriculum Process: The what and the how of infant/toddler curricula)
- ZERO TO THREE Critical Competencies for Infant-Toddler Educators Related Professional Criteria <https://www.zerotothree.org/resources/1197-zero-to-three-critical-competencies-for-infant-toddler-educators-related-professional-criteria>