

Transitioning from the Vermont Early Childhood Core Knowledge and Competencies to the
NAEYC Professional Standards and Competencies

Draft by Becky Millard 10/14/22

Rationale for the Change (pending feedback from IHEs and AOE):

- The NAEYC Standards and Competencies are based on the most current research available related to the knowledge and competencies early childhood educators need
- The Vermont Early Childhood Core Knowledge and Competencies (EC CKCs) have limited applicability even within Vermont systems – they are used by the Child Development Division and as part of the Early Childhood Professional Development System (ECPDS), but are not used by most Vermont Institutions of Higher Education or the Agency of Education
- NAEYC Standards and Competencies are a foundational component of the Power to the Profession
- Shifting the ECPDS to use of the NAEYC Standards and Competencies will provide better alignment with Vermont institutions of higher education, as well as the Agency of Education

Implications of the Change (pending additional conversation by the BBF PPD Committee):

- Would need to examine various ECPDS tools and resources and update them with the new Standards and Competencies. This includes the Early Childhood Career Ladder, Individual Professional Development Plans, etc.
- Not currently able to make any changes to the BFIS Quality Credentialing system – could advocate for changes as part of the new CDD-IS
- The NAEYC Standards and Competencies do not include specific competencies focused on health and safety, nor do they include competencies on managing and administering programs. The second is appropriate to separate out from the standards and competencies for all early childhood educators vs just administrators, but the first should be discussed further.

Additional Handouts:

- Crosswalk NAEYC and CKC 2.15.21 (Excel)
- NAEYC Prof Standards and Competencies (PDF)

Recommendations from Northern Lights

1. Adopt the NAEYC Professional Standards and Competencies
 - a. PPD recommend adoption of the NAEYC Professional Standards and Competencies to CDD effective 1/1/23
 - b. CDD will determine if they approve the adoption and timeline
2. If approved, begin the process to transition ECPDS to the new Standards and Competencies
 - a. Provide guidance to CDD-IS team regarding embedding the new Standards and Competencies into the State's workforce registry
 - b. PPD and NL analyze areas of the system where revisions are needed and prioritize key revisions

Areas the NAEYC Standards and Competencies improves upon the VT EC CKCs

Standards and competencies that are new or more well-developed than the VT CKCs

NAEYC Standard 1. Child Development and Learning in Context

1d. Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Partially met in VT EC CKCs

NAEYC Standard 3. Child Observation, Documentation, and Assessment

3c. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

Not met in VT EC CKCs

NAEYC Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4b. Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

Not met in VT EC CKCs

NAEYC Standard 5. Knowledge, Application, and Integration of Academic Content into the Early Childhood Curriculum

5b. Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

Not met in VT EC CKCs

5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Not met in VT EC CKCs

NAEYC Standard 6. Professionalism as an Early Childhood Educator

6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

Partially met in VT EC CKCs

6d. Engage in continuous, collaborative learning to inform practice.

Partially met in VT EC CKCs

Questions Raised During the Crosswalk Process (February 2021)

1. The NAEYC Standards and Competencies don't include many explicit competencies related to health and safety, where these are more clearly articulated in the VT EC CKCs. How will we ensure the health and safety competencies are adequately addressed?
 - a. There is an argument to be made that these competencies do not, in fact, belong in professional standards but rather some belong in program standards and others in learning standards.
 - b. In Vermont, the health and safety competencies identified in the VT EC CKCs are articulated in child care licensing rules (program standards) and/or the Vermont Early Learning Standards (learning standards).

VT EC Core Knowledge Area 6. Ensuring Healthy, Safe Environments and Nutrition
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6a. Healthy environments and health needs (addresses use of policies and practices to ensure environments are free from health hazards for the group and for each child, as well as working in collaboration with community health resources)

- CBCCPP¹ Section 5: Health, Safety, and Nutrition
 - 5.1: Child Health Promotion and Protection
 - 5.2: Routine Health Practices

6b. Safe environments (addresses strategies to create and maintain environments that are free from safety hazards with respect to the age and abilities of the children, knowledge of and collaboration with community safety resources, and practices to meet the safety needs of children)

- CBCCPP 5.10: Physical Environment and Safety
- VELs Growing, Moving, and Being Healthy; Element 2: Health and Safety Practices
 - Goal 3: Children develop the ability to identify unsafe situations, and use safe practices

6c. Nutrition (addresses the development of eating skills, standards of nutritional needs, and serving size for different ages, safe and age-appropriate food service, and knowledge of and collaboration with community resources regarding food and nutrition)

- CBCCPP 5.11 Food and Nutrition
- VELs Growing, Moving, and Being Healthy; Element 2: Health and Safety Practices
 - Goal 1: Children develop healthy eating habits and knowledge of good nutrition

6d. Physical activity (addresses the role of accessible physical activity and rest in children's growth and learning, and collaborating with families to support children's physical needs)

- CBCCPP 6.1 Program of Developmental Activities (Curriculum)
- VELs Growing, Moving, and Being Healthy; Element 1: Motor Development and Coordination,
 - Goal 1: Children develop strength, coordination, and control of their large muscles
 - Goal 2: Children develop strength, eye-hand coordination, and control of their small or fine motor muscles

¹ Child Care Licensing Regulations for Center-Based Child Care and Preschool Programs; similar rules are also listed in the Family Child Care and Afterschool licensing regulations.

2. The NAEYC Standards and Competencies don't include competencies related to managing and administering programs. How will we ensure these competencies are adequately addressed?
 - a. In Vermont, the competencies related to managing and administering programs are detailed in the Program Director Competencies.

VT EC Core Knowledge Area 8. Managing and Administering Programs
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8b. Directors, Administrators, or Owners

8b1. Administration

- Program Director Competencies
 - Knowledge Area 5: Professionalism and Program Organization
 - Subheading: Professionalism
 - Subheading: Leadership

8b2. Management of personnel and hiring

- Program Director Competencies
 - Knowledge Area 5: Professionalism and Program Organization
 - Subheading: Personnel

8b2. Legal and Fiscal Management

- Program Director Competencies
 - Knowledge Area 5: Professionalism and Program Organization
 - Subheading: Fiscal Management
 - Subheading: Legal Issues