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 Fruictions:
  - 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

Skills

Dispositions

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
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 infant/toddler classroom educator-specific competencies in use in higher education ...

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

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

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

- Professional development systems 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:

  - Identify desired results.
  - Determine acceptable evidence.
  - Plan learning experiences and instruction.
# CUPID Competency Domains

## CUPID Competency Domains for Infant/Toddler Professionals

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

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

Guidance of I/T Behavior

Partnering with & Supporting Families

Mentoring/Coaching

Individualizing: Assessment, Inclusion, Family Diversity

Context: Program Policies, Practices, and Leadership

Professionalism

Reflective Practice
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!
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