Indiana Core Knowledge and Competencies
for Early Childhood, School-Age and Youth Professionals

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Office of Early Childhood & Out-of-School Learning

Indiana Family and Social Services Administration
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Preface

"Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide the care and education of young children bear a great responsibility for these children's health, development and learning." (Institute of Medicine, 2015). The role of the early childhood, school-age and youth professional is critical. Family members of young children and youth are their first and primary teacher, but most children and youth are influenced by other adults who are dedicated to supporting their care and education. **Indiana's Core Knowledge and Competencies for Early Childhood, School-Age and Youth Professionals** offers a road map for early childhood, school-age and youth professionals. It identifies the core knowledge and competencies (CKC) needed by professionals who work with infants, children and youth.

Indiana's Core Knowledge and Competencies for Early Childhood, School-Age and Youth Professionals is written for professionals working with children and families in all early childhood, school-age and youth programs (child care, Early Head Start and Head Start, early intervention, home visiting, public and private schools, school-age and youth development organizations), professional development and training organizations, higher education programs, and those working on behalf of young children and youth.

Indiana's early childhood and out-of-school learning professionals and programs are supported by a comprehensive quality improvement initiative with a vision:

> *Every Indiana community will have a strong network of early care and education and out-of-school time programs that support the child, the family and local schools. Programs will be high quality, affordable and accessible, enabling families to work effectively to obtain economic self-sufficiency. Children will thrive in programs that meet their developmental and educational needs and make them feel welcome, encouraged and supported. Professionals teaching and caring for children will have the resources, including training and education, needed to operate and maintain high quality programs.*

Indiana's vision is implemented through high quality programs and competent professionals. Paths to QUALITY™ is Indiana's statewide quality rating and improvement (QRIS) system for early care and education programs. It is a free resource to help families make informed decisions and to help early care and education providers improve the quality of their programs. Paths To QUALITY™ was established by the Office of Early Childhood and Out-of-School Learning in 2008. Professionals are supported through the Indiana Professional Development Network (INPDN).

INPDN is an alliance of state agencies, associations and organizations for early childhood, school age and youth development programs. It was created to provide a comprehensive statewide framework for professionals serving children and families in all early childhood, school-age, and youth development programs. These programs include child care, Early Head Start and Head Start, early intervention, home visiting, public and private schools, and other school-age and youth programs. INPDN's vision is:

All professionals serving infants, toddlers, preschoolers, youth, and their families have the competence, skills, and knowledge to prepare Indiana's next generation to thrive.

INPDN established **Indiana's Core Knowledge and Competencies for Early Childhood, School-Age and Youth Professionals** (formerly known as the Indiana Core Knowledge and Competencies for all professionals serving infants, preschoolers, children, youth and their families) as an essential component of Indiana's comprehensive statewide professional development system.

Benefits of Indiana's Core Knowledge and Competencies for Early Childhood, School-Age and Youth Development Professionals:

Early childhood, school-age, and youth professionals benefit by using the CKC to guide and assess the quality of their own professional practice. **Indiana's Core Knowledge and Competencies for Early Childhood, School-Age and Youth Professionals** represents the full scope of early childhood and youth development. The framework offers up-to-date, research-based information and represents INPDN's cross-sector philosophy. **Indiana's Core Knowledge and Competencies for Early Childhood, School-Age and Youth Professionals** should be used in addition to competencies in individual specialty areas of practice. This is a valuable tool for individuals and leaders to assess their knowledge and skills and chart a course for their own professional development journey. It supports those professionals entering the field of early childhood and youth development as well as professionals transitioning into the field or those committed to lifelong learning.

Purpose

- **Professionals Working Directly with Infants, Toddlers, Children, Youth and Families:** Can assess and track their level of knowledge and skill in various content areas and promote self-reflection and professional development planning.
- **Administrators and Leaders:** Can use the CKC to develop program policies, assess and specify their own professional development needs and support the ongoing professional development of their employees.
- **Professional Development Organizations/Individuals:** Can use the CKC in understanding, evaluating and creating professional development opportunities.
- **Technical Assistance Providers:** Can use the CKC to guide, coach and strengthen processes, knowledge or implementation and ongoing professional development planning.
- **Higher Education Faculty and Administrators:** Can use the CKC to analyze, evaluate and create a shared foundation of knowledge and competencies using required core coursework and field-based experiences.
- **Federal, State and Local Agencies:** May use the CKC to develop and implement policies that support improvements to the quality of professional practice and the practice environment for professionals working with infants, children and youth.
- **Infant, Child and Youth Advocates:** May use the CKC to inform and educate others about the knowledge and competencies needed by professionals working with infants, children and youth.

Guiding Principles

Indiana's Core Knowledge and Competencies for Early Childhood, School-Age and Youth Professionals are based on the following guiding principles.

- Each individual child and family has unique strengths and abilities that should be celebrated, nurtured and respected.
- Families and children deserve programs that meet their developmental and educational needs and make them feel welcome, encouraged and supported.
- Families are their child's primary and most important educator and nurturer.
- Professionals teaching and caring for children and youth need resources, including training and education, to operate and maintain high quality programs.
- Professional practice must be guided by an understanding of child and youth growth and development.
- The CKC for early care and education and out-of-school time is relevant to all individuals with professional responsibilities for infants, children and youth.
- Professionals must be able to work with diverse populations of children and families, including children and families from backgrounds that are diverse in family structure, socioeconomic status, race, ethnicity, culture and language.

Framework

Indiana's Core Knowledge and Competencies for Early Childhood, School-Age and Youth Professionals consist of the following two components:

1. **Core Knowledge and Competencies (CKC)**

   The CKC is grouped into seven content areas. These content areas are categories of knowledge that are based on research and widely used in the field. Each of the content areas has two sections:
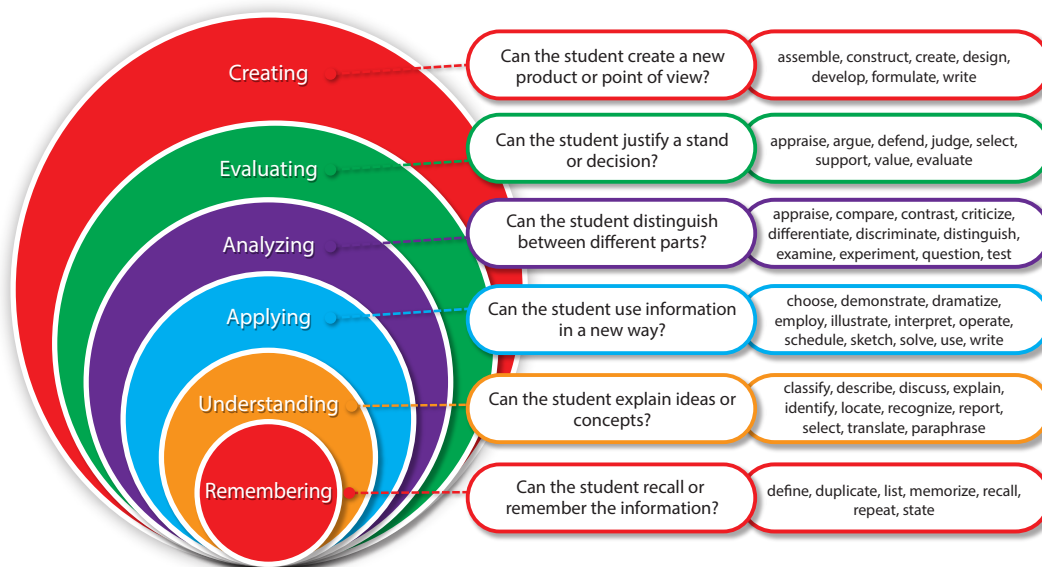
   ➢ **Rationale:** This section explains why each content area is important in the early childhood, school-age and youth development professional's practice

   ➢ **Competencies:** This section identifies specific, observable behaviors and skills required for effective practice in the early childhood, school-age or youth development profession.

2. **Individual Professional Development Planning Tool**

   This tool will allow the professional (working directly with infants, children, youth and families; administrators and leaders; professional development organizations/individuals; technical assistance providers; and higher education faculty/administrators) to assess current knowledge and skills, establish long and short term professional development goals and create a professional development plan based on a framework of skill development. This process is built on *Bloom's Taxonomy* (Bloom et. al., 1956; Krathwohl, Bloom & Masia, 1964; Simpson, 1966; Harrow, 1972; Dave, 1975). A revised version of the taxonomy for the cognitive domain was created in 2000 (Anderson & Krathwohl, 2001).

Bloom's Taxonomy (Revised)

Level	Question	Verbs
Creating	Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

(Anderson & Krathwohl, 2001)

Design

Indiana's Core Knowledge and Competencies for Early Childhood, School-Age and Youth Professionals was designed using the latest research from the report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (Institute of Medicine, 2015) and relevant federal, state, and local research and reports. They are also aligned to the *Indiana Early Learning Foundations*. In the revised Indiana CKC (2016), subject-matter specific competencies (language and literacy, mathematics, science, technology, engineering, arts and social studies) and developmentally appropriate practices (goals, developmental progressions, and instructional tasks and strategies) (Institute of Medicine, 2015) are woven throughout the seven content knowledge areas. The CKC addresses the need for professionals to understand recent research on the interplay among chronic adverse experiences (e.g., poverty, trauma, stress); brain development; and children's capacity to learn, exert self-control and develop positive relationships (Institute of Medicine, 2015). The revisions consider that professionals working with dual language learners need to understand and support language and literacy development as well as socioemotional skills, which are now embedded across the content knowledge areas (Institute of Medicine, 2015). The Leadership and Professionalism content area includes knowledge competencies for ethics, instructional leadership, and inter-professional practice (e.g., communication and

building relationships; engagement in multiple systems and cross-systems collaboration and data use (Institute of Medicine, 2015). The Organizational Development and Administration content area includes knowledge and competencies to ensure family engagement to foster infant, child and youth achievement; instruction and assessment anchored in the latest research and understandings; a professional workforce and work environment; administrative and fiscal management; compliance with laws and regulations; and development and sustainability of infrastructure.

The document is organized with seven content knowledge areas linked to an Individual Professional Development Planning Tool:

1. **Child and Youth Growth and Development**
2. **Health, Safety and Nutrition**
3. **Observation and Assessment**
4. **Learning Environment and Curriculum**
5. **Family and Community Engagement**
6. **Leadership and Professionalism**
7. **Organizational Development and Administration**

Core Knowledge and Competencies (CKC)

The CKC is what early childhood, school-age, and youth development professionals need to know and be able to do to support the development of infants, children and youth. Every professional should become familiar with the sections and content within the CKC. The knowledge areas are:

1. Child and Youth Growth and Development

Professionals understand various ways each child grows and develops over time as well as expected patterns of development and the many ways individual children can differ.

2. Health, Safety and Nutrition

Professionals realize the importance of meeting the health, safety and nutritional needs of infants, children and youth as a basic and necessary foundation for their growth, development and learning.

3. Observation and Assessment

Professionals understand the purpose of regular observation and assessment to support and improve learning experiences for individual and groups of infants, children and youth.

4. Learning Environment and Curriculum

Professionals understand the connections between learning experiences, environments, relationships and the individual development and learning of an infant, child or youth.

5. Family and Community Engagement

Professionals understand and respect the family, culture and community context in which each child lives. They build strong, positive connections/partnerships with families and communities.

6. Leadership and Professionalism

Professionals know and use ethical practices, professional standards, and an accepted body of knowledge and competencies to guide practice. They engage in interprofessional practice to provide seamless care and education to infants, children, youth and their families.

7. Organizational Development and Administration

Professionals understand factors that contribute to a productive workforce and a positive work environment. They employ effective administrative and business management practices. They meet legal and regulatory requirements while engaging in continuous quality improvement.

{1} Child and Youth Growth and Development

{1} Child and Youth Growth and Development

Rationale

Professionals working with infants, children and youth need to have an understanding of how they grow and develop. Professionals must understand how infants/children/youth acquire language and develop physically, cognitively, emotionally and socially and demonstrate a basic understanding of typical patterns of development, as well as common delays and disabilities. Professionals working with children and youth see them as unique individuals within a family and community and are sensitive to individual developmental needs.

Professionals will know:

1.1   the theories and concepts of infant/child/youth growth and development

1.2   how to use intentional interactions to support infant/child/youth development

1.3   ways in which growth and development may differ from one child to another

1.4   how to advance the learning and development of children who are dual language learners

1.5   concepts, content and learning trajectories that are important in early learning of major subject-matter areas, including language and literacy, mathematics, science, technology, engineering, arts and social studies

1.6   the importance of creating and maintaining an effective learning environment through the relationship of physical space, materials, activities and classroom management

1.7   how cognitive development, specific content knowledge and skills, general learning competencies, socio-emotional development, physical development and health interact to facilitate learning and overall development

1.8   how to promote positive socioemotional development and self-regulation while mitigating challenging behaviors

1.9   how to advance the learning and development of children from backgrounds that are diverse in family structure, socioeconomic status, race, ethnicity, culture and language

1.10   the importance of establishing positive and consistent relationships to foster social and emotional development

1.11   the influence of family and cultural expectations in regards to the individual infant/child/youth's development

1.12   how to communicate and collaborate effectively with families and other professionals to support infant/child/youth growth and development

1.13   how and under what conditions technology may be used to effectively support the growth and development of infants, children and youth

{2} Health, Safety and Nutrition

{2} Health, Safety and Nutrition

Rationale

Professionals working with infants, children and youth promote physical and mental health, appropriate nutrition and provide an emotionally and physically safe environment. When children are in a high quality environment where their basic health, safety and nutrition needs are met, children are able to develop and learn at an optimal level. Professionals work in partnership with families to ensure the health, safety and nutrition of infants, children and youth.

Professionals will know:

2.1   the positive effects on growth and development that occur when an infant/child/youth has their basic health, safety and nutritional needs met

2.2   regulations and best practices regarding health, safety, nutrition, safe sleep environments and sanitation specific to the age of the infant, child or youth and program setting

2.3   each individual child's physical, intellectual, and emotional health, nutritional and safety needs

2.4   health, safety and nutritional practices that provide the foundation for development and learning

2.5   how to arrange indoor and outdoor learning environments to provide opportunities for children to put healthy behaviors into practice that foster physical, social, emotional, and cognitive development

2.6   proper procedures for preventing communicable diseases, including hand washing, diapering, cleaning and sanitizing specific to the age of the infant, child or youth and program setting

2.7   nutritional requirements appropriate to the age and unique needs of the infant, child or youth including feeding procedures, food choices and amounts and cultural preferences

2.8   how to conduct disaster preparedness and basic emergency procedures including CPR and First Aid

2.9   potential environmental hazards and dangers for individual children according to their age, needs and abilities (e.g., choking hazards, allergies, and feeding constraints due to health conditions)

2.10   how to recognize and report suspected child abuse and neglect

2.11   how to recognize the effects of factors from outside the education or care environment (e.g., poverty, trauma, parental depression, experiences of violence in the home or community) and adjust practice to help infants, children and youth experiencing those effects

2.12   the importance of modeling positive health, safety and nutrition behaviors and habits for infants, children and youth

2.13   the importance of teaching children their role in maintaining a safe and healthy environment

{3} Observation and Assessment

{3} Observation and Assessment

Rationale

Professionals working with infants, children and youth must understand the importance of regular observation to document and measure a child's growth/development, progress towards knowledge and skill milestones, and learning trajectories. Collecting information through multiple methods allows the professional to understand the infant/child/youth's social, cognitive, linguistic, physical and emotional individual learning needs. This information enables the professional to create differentiated learning experiences, adjust and evaluate curriculum, reflect on the effectiveness of their own instructional practices and make appropriate referrals when necessary.

Professionals will know:

3.1   that each infant/child/youth develops at her/his own rate

3.2   the importance of observing, collecting and recording information about infants/children/youth across all areas of development in an unbiased manner, using developmental milestones and Indiana's learning guidelines as a guide

3.3   how to select, create, use and adapt various developmentally appropriate models and methods of authentic assessment that are   sensitive to the unique emerging abilities, cultural and learning needs of each infant, child or youth

3.4   about valid and reliable observation and assessment techniques for monitoring each infant/child/youth's progress, how to effectively administer the techniques, and how to adjust practice based on results

3.5   how to ensure that curriculum and learning experiences are driven by data collected through observations and assessments of each individual infant, child or youth

3.6   how to recognize signs that indicate that an infant, child or youth may need to be assessed and/or referred for specialized services (e.g., developmental delays, mental health concerns, social support needs, etc.)

3.7   how to access information, resources, and support to meet the individual infant's, child's or youth's needs

3.8   the importance of communicating the purpose, process, and results of individual infant, child or youth observations and assessments in a meaningful way to families and colleagues and use those results to guide teaching and learning

3.9   appropriate procedures for sharing information and maintaining records of children's development and behavior that safeguard confidentiality and privacy

3.10   the importance of engaging families and other professionals in developing a plan to address findings from an infant's, child's or youth's assessment and observation (e.g., Individual Education Program –IEPs;

Individual Family Service Plans-IFSP's)

3.11   the importance of collaborating and communicating with professionals in other roles and disciplines to facilitate mutual   understanding and collective contributions to improving infant, child or youth outcomes

3.12   federal, state and local laws as well as ethical requirements for identifying infants, children or youth with disabilities, developmental delays or other special learning needs, and make appropriate referrals to services when needed

3.13   how to access and effectively use resource and referral systems and share resources in meaningful ways with families and professionals in other roles and disciplines to support positive infant, child or youth outcomes

{4} Learning Environment and Curriculum

{4} Learning Environment and Curriculum

Rationale

Professionals working with infants, children and youth understand that the learning environment and curriculum are interrelated and play a pivotal role in a child or youth social, cognitive, linguistic, physical, emotional and moral-ethical development. Professionals plan for children's development and learning by setting developmentally appropriate goals and designing learning activities to achieve those goals. Goals are culturally, linguistically, and emotionally responsive. Effective implementation of planned curriculum and spontaneous learning opportunities are driven by the interests, skills and abilities of the infant/children/youth. A professional understands that learning takes place everywhere. They intentionally plan for learning in all environments, indoors, outdoors, and within the context of friends, family, and community. A professional purposefully plans for the learning environment to support the optimal interactions and relationship-building among children and between children and adults that are critical to positive child outcomes.

Professionals will know:

4.1   how to use knowledge of content, concepts and learning trajectories to design the curriculum and learning environments

4.2   how to establish relationships and interactions with infants, children and youth that are nurturing and use positive language

4.3   the value of play and how to provide meaningful learning experiences to support infant/child/youth development and learning

4.4   how to utilize appropriate strategies and practices to meet the individual needs of the infant, child or youth, including children with special needs

4.5   the importance of consistent, stable, nurturing and protective relationships that support development and learning and enable children to fully engage in learning opportunities

4.6   the importance of creating a learning environment that supports development across all key areas and developmental stages

4.7   how to embed a variety of teaching strategies and learning approaches in everyday activities and routines to cover all major subject areas (language and literacy, mathematics, science, technology, arts, engineering and social studies)

4.8   how the physical environment supports an infant, child or youth's development and learning including indoor and outdoor spaces that address the developmental needs of all infants, children and youth

4.9   how to use a variety of equipment, activities, props, and materials to create opportunities to promote

physical, social and emotional development

4.10   developmentally appropriate strategies for using technology to teach infant/children/youth emergent digital literacy skills and particular content or subject matter

4.11   how to provide opportunities that promote curiosity, exploration, and problem solving

4.12   how to consistently deploy productive routines that increase predictability and learning opportunities, maintain a schedule, reduce transition times and provide a sense of emotional calm in learning environments

4.13   how to use guidance techniques (e.g., redirecting) and model positive behaviors (e.g., consistency, respect) to help infants/ children/youth self-regulate and act responsibly

4.14   how to employ strategies that support native and second language learning

4.15   the importance of maintaining an inclusive environment for infants/children/youth of diverse abilities, racial, ethnic, socio-economic and linguistic backgrounds

{5} Family and Community Engagement

{5} Family and Community Engagement

Rationale

Professionals working with infants, children and youth know that development occurs within the context of family and community. They understand and appreciate diverse family structures. They build trusting and respectful relationships with families through open communication and collaboration on the learning process. They understand the influence of family and community on a child's development. They take a strengths-based approach to their work with families, connecting them to community resources that support family stability and positive child outcomes, as needed, and engaging them in the planning, operation, and evaluation of the program.

Professionals will know:

5.1 the family's role as primary educator and decision-maker for their infant/child/youth

5.2 how to share information with families regarding their infant/child/youth's progress

5.3 strategies for building positive, reciprocal partnerships with families

5.4 how to effectively communicate and connect with families using a variety of methods, including print, text, email, phone, and web in the parents' preferred language and appropriate literacy level

5.5 the importance of providing a welcoming, safe and supportive environment for families and community members

5.6 the value of engaging and involving families in their infant/child/youth's education and engaging them in program practices

5.7 the importance of considering family goals, traditions and cultures in planning learning environments and curriculum

5.8 to respect for individual families related to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices and language and incorporate these unique differences into the program when possible

5.9 to collaborate with families and community agencies to support infants/children/youth in times of transition in and between programs

5.10 how to communicate with families regarding the program's policies, procedures and those procedural safeguards that are mandated by state and federal regulations

5.11 how to access and effectively use resource and referral systems to improve the outcomes for infants, children and youth through a mutually respectful partnership with the family

{6} Leadership & Professionalism

{6} Leadership & Professionalism

Rationale

Professionals working with children and youth have an important impact of the infant/children/youth they interact with on a daily basis. A critical competency for all professionals with roles supporting children and youth is the ability to work in synergy, both across settings within the care and education sector and between the care and education sector and other closely related sectors, especially health, mental health and social services (Institute of Medicine, 2015). Interprofessional competencies and practices prepares a workforce able to understand their role in educating and caring for an infant, child or youth, the importance of other team members and ways to effectively collaborate on shared goals. Competent professionals working with children and youth adhere to the ethical guidelines and professional standards related to their practice. They must be dedicated to supporting the development of infants/children/youth by providing high quality services to children and their families. Professionals are able to self-reflect, set professional goals, engage in lifelong learning and advocate for their profession and the children and families they serve.

Professionals will know:

6.1   how to implement best practices to help infants, children and youth develop and learn

6.2   how to build enriched learning environments based on the latest research on child development and expected learning trajectories

6.3   about the state's system for continuous quality improvement, Paths to QUALITY ™

6.4   to adhere to appropriate codes of ethics for professional practice

6.5   how to self-reflect and assess their own emotional intelligence to understand how one's own cultural heritage, experiences and perspectives influence our values, decisions, attitudes and actions

6.6   where and how to access professional development opportunities to stay current with research and best practice in infant, child and youth development and to inform and continually improve professional practices and learning environments

6.7   how to use technology tools for professional communication, information sharing and assessment

6.8   the importance of self-care and how to manage their own physical and mental health, including the effects of their own exposure to adversity and stress

6.9   the value of collaborating with others in ways that demonstrate respect for the input and perspectives of multiple professionals and disciplines and across systems

6.10   about local, state, and national professional organizations and join as appropriate to support personal professional growth and advancement of the field

{7} Organizational Development & Administration

{7} Organizational Development & Administration

Rationale

Organizational leaders are responsible for planning, implementing, and assessing policies and practices designed to achieve program mission and goals. Effective leaders design and manage systems that create a positive organizational climate where infants, children and youth, staff and families thrive. These administrators adopt a continuous quality improvement philosophy that utilizes data, current research, best practices, technology and ongoing evaluation and assessment of infant/child/youth outcomes and the effectiveness of the workforce to guide decision making and inform investments. Each member of the organization plays a role in achieving program goals through adherence to policies and effective instructional practice. Effective leaders select, prepare, and support workforce members to ensure goal attainment and achieve desired outcomes.

Professionals will know:

7.1   the importance of using current research and best practices in child and youth development to inform improvement of professional practices and learning environments

7.2   assessment principles and methods for monitoring programs and services and how to adjust procedures and policies accordingly

7.3   the competencies needed to work with infants/children/youth

7.4   how to effectively recruit, hire and retain competent employees and volunteers

7.5   how to effectively utilize the state's system for continuous quality improvement, Paths to QUALITY ™

7.6   strategies for implementing continuous quality improvement processes including professional learning opportunities

7.7   the working conditions and practices that create a healthy work environment and reduce staff stress

7.8   the importance of collaborating with professionals within the care and education sector and across closely related sectors

7.9   the importance of professional learning opportunities for themselves and their staff to facilitate linkages with professionals in the care and education sector and across closely related sectors

7.10   how to work with families and support their staff to work with families

7.11   strategies for aligning business practices with program philosophy and goals

7.12   strategies for administering and managing programs while complying with laws and regulations and striving for higher levels of program quality

How to Use the
Core Knowledge and Competencies

Ways to Use the Core Knowledge & Competencies

Professionals Working Directly with Infants, Children, Youth and Families

➢ Assess professional competence
➢ Identify professional development needs and
➢ Create an Individual Professional Development Plan

Administrators and Leaders

➢ Assess personal and staff professional development competencies
➢ Create Individual Professional Development Plans
➢ Select goals, plan for needed resources or professional development and establish a timeframe for meeting the professional development goals and evaluating the outcomes
➢ Link the Indiana CKC to job descriptions, program procedures and improvement plans

Professional Development Organizations/Individuals

➢ Align and link all professional development opportunities to the competencies

Technical Assistance Providers

➢ Guide, coach and strengthen processes, and knowledge at the program/service level utilizing the CKC for professional development planning

Higher Education Faculty and Administrators

➢ Use the CKC to analyze, evaluate and create a shared foundation of knowledge and competencies
➢ Align and link the CKC to core coursework and field-based experiences

Federal, State and Local Agencies

➢ Use the CKC to develop and implement policies that support improvements to the quality of professional practice and the practice environment for professionals working with infants, children and youth

Infant, Child and Youth Advocates

➢ Use the CKC to inform and educate others about the knowledge and competencies needed by professionals working with infants, children and youth

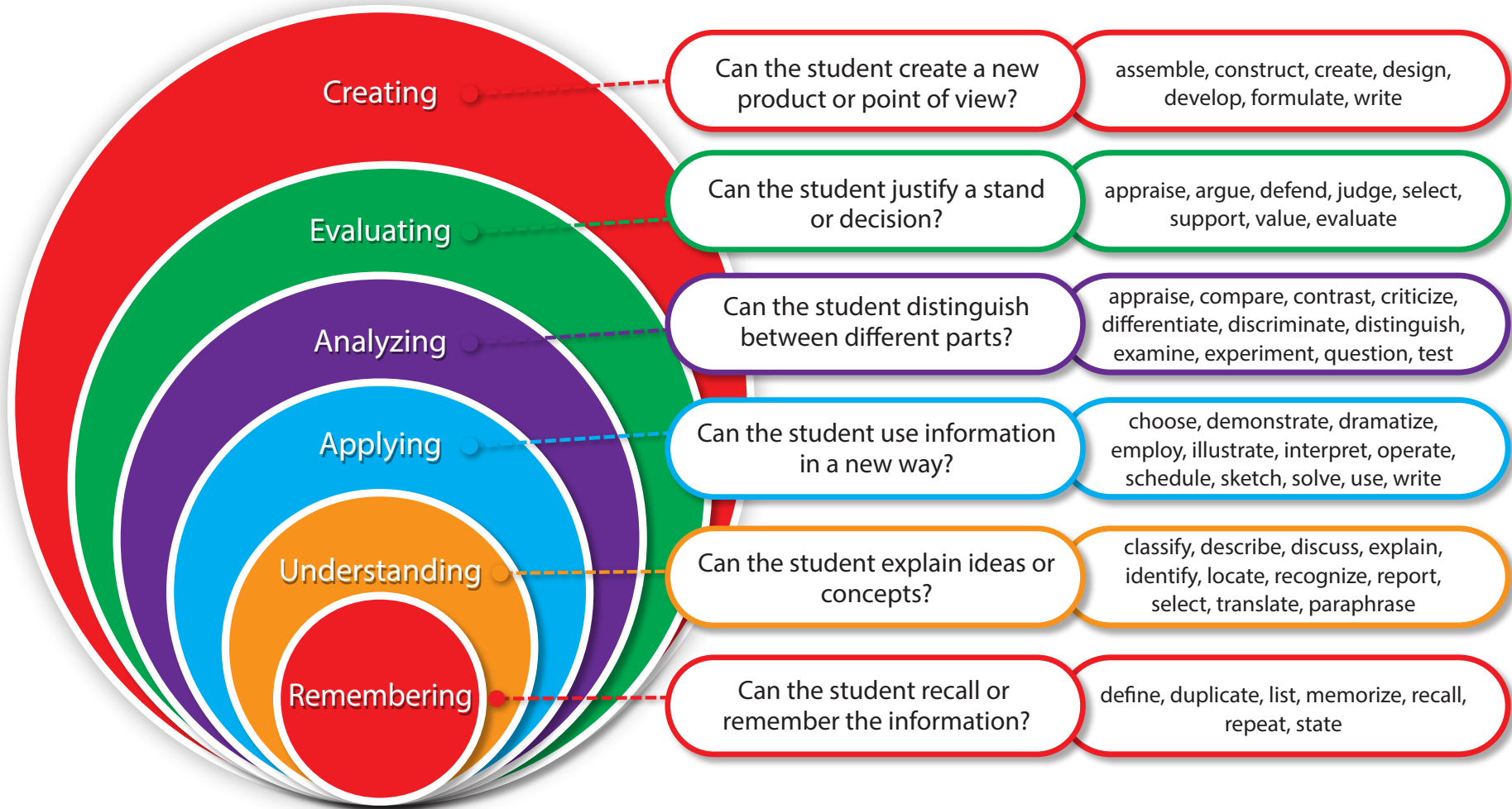# Individual Professional Development Planning Tool

This tool will allow the professional (working directly with infants, children, youth and families; administrators and leaders; professional development organizations/individuals; technical assistance providers; and higher education faculty/administrators) to assess current knowledge and skills, establish long and short term professional development goals and create a professional development plan based on the revised *Bloom's Taxonomy*, a framework and classification system for thinking and learning (Anderson & Krathwohl, 2001).

The revised *Bloom's Taxonomy* (Figure 1) represents varying levels of understanding and the type of thinking required for the professional to succeed. These levels move the professional from lower levels of thinking (remembering) to the highest level of thinking (creating) and each level builds on and supports the others. It is important for professionals to note that while they may review themselves at a particular level, they are also expected to be able to exhibit behaviors of all levels prior to where they see themselves.

The Level of Expertise grid below each knowledge area uses key words to explain each *Bloom's Taxonomy* level in more detail. All six levels are matched in color to the revised *Bloom's Taxonomy*. Using the Level of Expertise key, professionals should reflect on their current knowledge and skills, establish long and short term professional development goals, and incorporate those goals into their professional development plan.

Bloom's Taxonomy (Revised)

Level	Question	Verbs
Creating	Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

(Anderson & Krathwohl, 2001)

Individual Professional Development Planning Tool

Use the **Indiana Core Knowledge and Competencies (CKC)** along with this **Indiana Professional Development Planning Tool** to assess current knowledge and skills, establish long and short term professional development goals and create a professional development plan based on a framework of skill development.

Instructions:

Work through one competency area at a time. You may want to complete the review over the course of a few days.

*Note to Administrators and Leaders: When using the Core Body of Knowledge and Individual Professional Development Planning Tool to conduct a professional development review, request that the staff member conduct a professional development review as well. Together, discuss the results of the staff member's self-assessment and your review. Use the results to select goals and to plan for professional development.

*Note to Technical Assistance Providers: When coaching and mentoring programs and professionals, request that the administrator/owner have staff members conduct a professional development review using the Individual Professional Development Planning Tool. Together, they should reflect on needed professional development to strengthen practice and acquire skills.

1) Review

Carefully read through the competencies for each core knowledge area. Use the Individual Professional Development Tool to review the competencies. Using the lower legend on the Individual Professional Development Tool, ask yourself to identify if the competency is one that you can: ***remembering, understanding, applying, analyzing, evaluating or creating.***

Example:

CKC 1.3 – ways in which growth and development may differ from one child to another

- If you can define, duplicate, list, memorize, recall, repeat or state ways in which growth and development may differ from one child to another, place a check mark in the column *remembering/understanding.*

- If you are not sure what is meant by a particular competency, indicate that in the *notes/reflection* area.

2) Reflection

Use the *notes/reflection* area to identify the competencies within each core knowledge area (i.e., 1.1, 1.2). Prioritize your strengths and top three professional development goals.

3) Plan

Use the *Individual Professional Development Planning Tool* to create goals, plan for needed resources or professional development, and establish a timeframe for meeting the goals and track completion.

Core Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
1.1 the theories and concepts of infant/child/youth growth and development							
1.2 how to use intentional interactions to support infant/child/youth development							
1.3 ways in which growth and development may differ from one child to another							
1.4 how to advance the learning and development of children who are dual language learners							
1.5 concepts, content and learning trajectories that are important in early learning of major subject-matter areas, including language and literacy, mathematics, science, technology, engineering, arts and social studies							
1.6 the importance of creating and maintaining an effective learning environment through the relationship of physical space, materials, activities and classroom management							
1.7 how cognitive development, specific content knowledge and skills, general learning competencies, socio-emotional development, physical development and health interact to facilitate learning and overall development							
1.8 how to promote positive socioemotional development and self-regulation while mitigating challenging behaviors							
1.9 how to advance the learning and development of children from backgrounds that are diverse in family structure, socioeconomic status, race, ethnicity, culture and language							
1.10 the importance of establishing positive and consistent relationships to foster social and emotional development							
1.11 the influence of family and cultural expectations in regards to the individual infant/child/youth's development							
1.12 how to communicate and collaborate effectively with families and other professionals to support infant/child/youth growth and development							
1.13 how and under what conditions technology may be used to effectively support the growth and development of infants, children and youth							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Count, define, describe, enumerate, find, identify, label, list, match, name, read, recall, recite, record, reproduce, select, sequence, state, view, write	Classify, cite, conclude, describe, discuss, estimate, explain, generalize, give examples, illustrate, interpret, locate, make sense of, paraphrase, predict, report, restate, review, summarize, trace	Assess, change, chart, choose, compute, construct, demonstrate, determine, develop, establish, instruct, predict, prepare, produce, relate, report, select, show, solve, use	Break down, characterize, classify, compare and contrast, correlate, diagram, differentiate, discriminate, distinguish, examine, illustrate, infer, limit, outline, point out, prioritize, relate, separate, subdivide	Appraise, argue, assess, choose, compare and contrast, conclude, critique, decide, defend, evaluate, interpret, judge, justify, predict, prove, rank, rate, reframe, support	Adapt, categorize, compose, construct, create, design, formulate, generate, incorporate, integrate, invent, modify, organize, perform, produce, propose, reinforce, reorganize, rewrite, structure

Core Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
2.1 the positive effects on growth and development that occur when an infant/child/youth has their basic health, safety and nutritional needs met							
2.2 regulations and best practices regarding health, safety, nutrition, safe sleep environments and sanitation specific to the age of the infant, child or youth and program setting							
2.3 each individual child's physical, intellectual, and emotional health, nutritional and safety needs							
2.4 health, safety and nutritional practices that provide the foundation for development and learning							
2.5 how to arrange indoor and outdoor learning environments to provide opportunities for children to put healthy behaviors into practice that foster physical, social, emotional, and cognitive development							
2.6 proper procedures for preventing communicable diseases, including hand washing, diapering, cleaning and sanitizing specific to the age of the infant, child or youth and program setting							
2.7 nutritional requirements appropriate to the age and unique needs of the infant, child or youth including feeding procedures, food choices and amounts and cultural preferences							
2.8 how to conduct disaster preparedness and basic emergency procedures including CPR and First Aid							
2.9 potential environmental hazards and dangers for individual children according to their age, needs and abilities (e.g., choking hazards, allergies, and feeding constraints due to health conditions)							
2.10 how to recognize and report suspected child abuse and neglect							
2.11 how to recognize the effects of factors from outside the education or care environment (e.g., poverty, trauma, parental depression, experiences of violence in the home or community) and adjust practice to help infants, children and youth experiencing those effects							
2.12 the importance of modeling positive health, safety and nutrition behaviors and habits for infants, children and youth							
2.13 the importance of teaching children their role in maintaining a safe and healthy environment							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Count, define, describe, enumerate, find, identify, label, list, match, name, read, recall, recite, record, reproduce, select, sequence, state, view, write	Classify, cite, conclude, describe, discuss, estimate, explain, generalize, give examples, illustrate, interpret, locate, make sense of, paraphrase, predict, report, restate, review, summarize, trace	Assess, change, chart, choose, compute, construct, demonstrate, determine, develop, establish, instruct, predict, prepare, produce, relate, report, select, show, solve, use	Break down, characterize, classify, compare and contrast, correlate, diagram, differentiate, discriminate, distinguish, examine, illustrate, infer, limit, outline, point out, prioritize, relate, separate, subdivide	Appraise, argue, assess, choose, compare and contrast, conclude, critique, decide, defend, evaluate, interpret, judge, justify, predict, prove, rank, rate, reframe, support	Adapt, categorize, compose, construct, create, design, formulate, generate, incorporate, integrate, invent, modify, organize, perform, produce, propose, reinforce, reorganize, rewrite, structure

Core Competencies

Core Competencies	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
3.1 that each infant/child/youth develops at her/his own rate							
3.2 the importance of observing, collecting and recording information about infants/children/youth across all areas of development in an unbiased manner, using developmental milestones and Indiana's learning guidelines as a guide							
3.3 how to select, create, use and adapt various developmentally appropriate models and methods of authentic assessment that are sensitive to the unique emerging abilities, cultural and learning needs of each infant, child or youth							
3.4 about valid and reliable observation and assessment techniques for monitoring each infant/child/youth's progress, how to effectively administer the techniques, and how to adjust practice based on results							
3.5 how to ensure that curriculum and learning experiences are driven by data collected through observations and assessments of each individual infant, child or youth							
3.6 how to recognize signs that indicate that an infant, child or youth may need to be assessed and/or referred for specialized services (e.g., developmental delays, mental health concerns, social support needs, etc.)							
3.7 how to access information, resources, and support to meet the individual infant's, child's or youth's needs							
3.8 the importance of communicating the purpose, process, and results of individual infant, child or youth observations and assessments in a meaningful way to families and colleagues and use those results to guide teaching and learning							
3.9 appropriate procedures for sharing information and maintaining records of children's development and behavior that safeguard confidentiality and privacy							
3.10 the importance of engaging families and other professionals in developing a plan to address findings from an infant's, child's or youth's assessment and observation (e.g., Individual Education Program –IEPs; Individual Family Service Plans-IFSP's)							
3.11 the importance of collaborating and communicating with professionals in other roles and disciplines to facilitate mutual understanding and collective contributions to improving infant, child or youth outcomes							
3.12 federal, state and local laws as well as ethical requirements for identifying infants, children or youth with disabilities, developmental delays or other special learning needs, and make appropriate referrals to services when needed							
3.13 how to access and effectively use resource and referral systems and share resources in meaningful ways with families and professionals in other roles and disciplines to support positive infant, child or youth outcomes							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Count, define, describe, enumerate, find, identify, label, list, match, name, read, recall, recite, record, reproduce, select, sequence, state, view, write	Classify, cite, conclude, describe, discuss, estimate, explain, generalize, give examples, illustrate, interpret, locate, make sense of, paraphrase, predict, report, restate, review, summarize, trace	Assess, change, chart, choose, compute, construct, demonstrate, determine, develop, establish, instruct, predict, prepare, produce, relate, report, select, show, solve, use	Break down, characterize, classify, compare and contrast, correlate, diagram, differentiate, discriminate, distinguish, examine, illustrate, infer, limit, outline, point out, prioritize, relate, separate, subdivide	Appraise, argue, assess, choose, compare and contrast, conclude, critique, decide, defend, evaluate, interpret, judge, justify, predict, prove, rank, rate, reframe, support	Adapt, categorize, compose, construct, create, design, formulate, generate, incorporate, integrate, invent, modify, organize, perform, produce, propose, reinforce, reorganize, rewrite, structure

Core Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
4.1 how to use knowledge of content, concepts and learning trajectories to design the curriculum and learning environments							
4.2 how to establish relationships and interactions with infants, children and youth that are nurturing and use positive language							
4.3 the value of play and how to provide meaningful learning experiences to support infant/child/youth development and learning							
4.4 how to utilize appropriate strategies and practices to meet the individual needs of the infant, child or youth, including children with special needs							
4.5 the importance of consistent, stable, nurturing and protective relationships that support development and learning and enable children to fully engage in learning opportunities							
4.6 the importance of creating a learning environment that supports development across all key areas and developmental stages							
4.7 how to embed a variety of teaching strategies and learning approaches in everyday activities and routines to cover all major subject areas (language and literacy, mathematics, science, technology, arts, engineering and social studies)							
4.8 how the physical environment supports an infant, child or youth's development and learning including indoor and outdoor spaces that address the developmental needs of all infants, children and youth							
4.9 how to use a variety of equipment, activities, props, and materials to create opportunities to promote physical, social and emotional development							
4.10 developmentally appropriate strategies for using technology to teach infant/children/youth emergent digital literacy skills and particular content or subject matter							
4.11 how to provide opportunities that promote curiosity, exploration, and problem solving							
4.12 how to consistently deploy productive routines that increase predictability and learning opportunities, maintain a schedule, reduce transition times and provide a sense of emotional calm in learning environments							
4.13 how to use guidance techniques (e.g., redirecting) and model positive behaviors (e.g., consistency, respect) to help infants/ children/youth self-regulate and act responsibly							
4.14 how to employ strategies that support native and second language learning							
4.15 the importance of maintaining an inclusive environment for infants/children/youth of diverse abilities, racial, ethnic, socio-economic and linguistic backgrounds							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Count, define, describe, enumerate, find, identify, label, list, match, name, read, recall, recite, record, reproduce, select, sequence, state, view, write	Classify, cite, conclude, describe, discuss, estimate, explain, generalize, give examples, illustrate, interpret, locate, make sense of, paraphrase, predict, report, restate, review, summarize, trace	Assess, change, chart, choose, compute, construct, demonstrate, determine, develop, establish, instruct, predict, prepare, produce, relate, report, select, show, solve, use	Break down, characterize, classify, compare and contrast, correlate, diagram, differentiate, discriminate, distinguish, examine, illustrate, infer, limit, outline, point out, prioritize, relate, separate, subdivide	Appraise, argue, assess, choose, compare and contrast, conclude, critique, decide, defend, evaluate, interpret, judge, justify, predict, prove, rank, rate, reframe, support	Adapt, categorize, compose, construct, create, design, formulate, generate, incorporate, integrate, invent, modify, organize, perform, produce, propose, reinforce, reorganize, rewrite, structure

Core Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
5.1 the family's role as primary educator and decision-maker for their infant/child/youth							
5.2 how to share information with families regarding their infant/child/youth's progress							
5.3 strategies for building positive, reciprocal partnerships with families							
5.4 how to effectively communicate and connect with families using a variety of methods, including print, text, email, phone, and web in the parents' preferred language and appropriate literacy level							
5.5 the importance of providing a welcoming, safe and supportive environment for families and community members							
5.6 the value of engaging and involving families in their infant/child/youth's education and engaging them in program practices							
5.7 the importance of considering family goals, traditions and cultures in planning learning environments and curriculum							
5.8 to respect for individual families related to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices and language and incorporate these unique differences into the program when possible							
5.9 to collaborate with families and community agencies to support infants/children/youth in times of transition in and between programs							
5.10 how to communicate with families regarding the program's policies, procedures and those procedural safeguards that are mandated by state and federal regulations							
5.11 how to access and effectively use resource and referral systems to improve the outcomes for infants, children and youth through a mutually respectful partnership with the family							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Count, define, describe, enumerate, find, identify, label, list, match, name, read, recall, recite, record, reproduce, select, sequence, state, view, write	Classify, cite, conclude, describe, discuss, estimate, explain, generalize, give examples, illustrate, interpret, locate, make sense of, paraphrase, predict, report, restate, review, summarize, trace	Assess, change, chart, choose, compute, construct, demonstrate, determine, develop, establish, instruct, predict, prepare, produce, relate, report, select, show, solve, use	Break down, characterize, classify, compare and contrast, correlate, diagram, differentiate, discriminate, distinguish, examine, illustrate, infer, limit, outline, point out, prioritize, relate, separate, subdivide	Appraise, argue, assess, choose, compare and contrast, conclude, critique, decide, defend, evaluate, interpret, judge, justify, predict, prove, rank, rate, reframe, support	Adapt, categorize, compose, construct, create, design, formulate, generate, incorporate, integrate, invent, modify, organize, perform, produce, propose, reinforce, reorganize, rewrite, structure

Core Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
6.1 how to implement best practices to help infants, children and youth develop and learn							
6.2 how to build enriched learning environments based on the latest research on child development and expected learning trajectories							
6.3 about the state's system for continuous quality improvement, Paths to QUALITY ™							
6.4 and adhere to appropriate codes of ethics for professional practice							
6.5 how to self-reflect and assess their own emotional intelligence to understand how one's own cultural heritage, experiences and perspectives influence our values, decisions, attitudes and actions							
6.6 where and how to access professional development opportunities to stay current with research and best practice in infant, child and youth development and to inform and continually improve professional practices and learning environments							
6.7 how to use technology tools for professional communication, information sharing and assessment							
6.8 the importance of self-care and how to manage their own physical and mental health, including the effects of their own exposure to adversity and stress							
6.9 the value of collaborating with others in ways that demonstrate respect for the input and perspectives of multiple professionals and disciplines and across systems							
6.10 about local, state, and national professional organizations and join as appropriate to support personal professional growth and advancement of the field							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Count, define, describe, enumerate, find, identify, label, list, match, name, read, recall, recite, record, reproduce, select, sequence, state, view, write	Classify, cite, conclude, describe, discuss, estimate, explain, generalize, give examples, illustrate, interpret, locate, make sense of, paraphrase, predict, report, restate, review, summarize, trace	Assess, change, chart, choose, compute, construct, demonstrate, determine, develop, establish, instruct, predict, prepare, produce, relate, report, select, show, solve, use	Break down, characterize, classify, compare and contrast, correlate, diagram, differentiate, discriminate, distinguish, examine, illustrate, infer, limit, outline, point out, prioritize, relate, separate, subdivide	Appraise, argue, assess, choose, compare and contrast, conclude, critique, decide, defend, evaluate, interpret, judge, justify, predict, prove, rank, rate, reframe, support	Adapt, categorize, compose, construct, create, design, formulate, generate, incorporate, integrate, invent, modify, organize, perform, produce, propose, reinforce, reorganize, rewrite, structure

Core Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
7.1 the importance of using current research and best practices in child and youth development to inform improvement of professional practices and learning environments							
7.2 assessment principles and methods for monitoring programs and services and how to adjust procedures and policies accordingly							
7.3 the competencies needed to work with infants/children/youth							
7.4 how to effectively recruit, hire and retain competent employees and volunteers							
7.5 how to effectively utilize the state's system for continuous quality improvement, Paths to QUALITY ™							
7.6 strategies for implementing continuous quality improvement processes including professional learning opportunities							
7.7 working conditions and practices that create a healthy work environment and reduce staff stress							
7.8 importance of collaborating with professionals within the care and education sector and across closely related sectors							
7.9 the importance of professional learning opportunities for themselves and their staff to facilitate linkages with professionals in the care and education sector and across closely related sectors							
7.10 how to work with families and support their staff to work with families							
7.11 strategies for aligning business practices with program philosophy and goals							
7.12 strategies for administering and managing programs while complying with laws and regulations and striving for higher levels of program quality							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Count, define, describe, enumerate, find, identify, label, list, match, name, read, recall, recite, record, reproduce, select, sequence, state, view, write	Classify, cite, conclude, describe, discuss, estimate, explain, generalize, give examples, illustrate, interpret, locate, make sense of, paraphrase, predict, report, restate, review, summarize, trace	Assess, change, chart, choose, compute, construct, demonstrate, determine, develop, establish, instruct, predict, prepare, produce, relate, report, select, show, solve, use	Break down, characterize, classify, compare and contrast, correlate, diagram, differentiate, discriminate, distinguish, examine, illustrate, infer, limit, outline, point out, prioritize, relate, separate, subdivide	Appraise, argue, assess, choose, compare and contrast, conclude, critique, decide, defend, evaluate, interpret, judge, justify, predict, prove, rank, rate, reframe, support	Adapt, categorize, compose, construct, create, design, formulate, generate, incorporate, integrate, invent, modify, organize, perform, produce, propose, reinforce, reorganize, rewrite, structure

Individual Professional Development Planning Tool

Name _____   Date _____

Core Knowledge Area	What I need to know or do *New practices, or more, or better (i.e., CKC 1.1)*	My Goals Are...	How I will reach these goals *Specific strategies and resources to achieve my goal*	Time frame for my goal *When will I complete my goal?*	Progress towards goal *Update on how you are doing*	Completed Date
Child/Youth Growth and Development		1.	1.	1.	1.	1.
Health, Safety and Nutrition						
Observation and Assessment		2.	2.	2.	2.	2.
Learning Environment and Curriculum						
Family and Community Engagement		3.	3.	3.	3.	3.
Leadership and Professionalism						
Organizational Development and Administration						

Administrator – A person responsible for the performance or management of administrative business operations.

Assessment – The process of observing, recording and otherwise documenting the work children/youth do and how they do it. It is gathering information from several sources of evidence, organizing the evidence and interpreting the evidence to inform instruction and monitor child/youth progress.

Best Practices – Evidence-based curriculum, programs or approaches.

Challenging Behavior – Any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults. Challenging behavior is thus defined on the basis of its effects.

Child Outcomes – Indicators or skills (e.g., vocabulary, phonological awareness) related to a larger area of development (e.g., literacy) that are monitored over time to determine progress.

Children with Special Needs – Children with disabilities, developmental delays or chronic health or behavior needs that have been identified through a formal assessment process.

Closely Related Sectors – Professional fields that are closely related to the care and education field, including health, mental health, and social services. Like professionals working in care and education, individuals working in closely related sectors have professional responsibilities for young children (Institute of Medicine, Chapter 7, 2015).

Coaching – A relationship-based process led by an expert with specialized and adult learning knowledge and skills who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills and behaviors and is focused on goal-setting and achievement for an individual or group.

Cognitive Development – The process of growth and change in children's intellectual/mental abilities such as thinking, learning, reasoning and understanding.

Culture – A shared, learned, symbolic system of values, beliefs and attitudes that shape and influence perception and behavior.

Curriculum – A written plan that includes goals for children's development and learning, the experiences through which they will achieve the goals, what staff and parents should do to help children achieve the goals and the materials needed to support the implementation of the curriculum.

Development – Systematic processes of physical and mental adaptation to new environments and expectations, based on growth patterns and changing abilities.

Developmentally Appropriate – Any behavior or experience that is matched to the maturity of the individual child with respect to age, needs, interests, developmental levels and cultural background.

Dual Language Learners – Children who are in the process of developing two or more languages.

Engagement – Children actively manipulating materials, participating in an activity or interacting with others in appropriate ways.

Environment – All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect children and their ability to learn, grow, develop and survive.

Family – A basic social unit typically consisting of one or more adults together with the children under their care. The definition of "family" varies across cultures and according to social norms.

Family Engagement – Families actively supporting their children's learning and development and sharing the responsibility with… providers who are committed to engaging with families in meaningful, culturally respectful ways that are continuous across a child's life, beginning in infancy and extending through college and career preparation programs and occurs across the various… settings where children play and grow.

Growth – Natural physiological processes of maturation over time.

Health – A state of wellness; complete physical, mental, social and emotional well-being. The quality of one element affects the state of the others.

Individualized Education Program (IEP) – An annually revised plan for an exceptional student, detailing present achievement levels, goals and strategies. It is drawn up by teachers, parents, specialists and, when appropriate, the student. It serves as a plan for students receiving services under Part B or Part C of the Individuals with Disabilities Education Act.

Individualized Family Service Plan (IFSP) – An annually revised plan for an exceptional student, detailing present achievement levels, goals and strategies. It is drawn up by teachers, parents, specialists and, when appropriate, the student. It serves as a plan for students receiving services under Part B or Part C of the Individuals with Disabilities Education Act.

Intentional Teaching – Selecting teaching goals, strategies and experiences that best promote children's thinking skills and development; having a purpose for the decisions made and the ability to explain those decisions to others.

Interprofessional Practice – The ability to work in synergy with other professionals both across settings within the care and education sector and in other closely related sectors, especially health and social services.

Language and Literacy Development – The ability to understand words and symbols which provide a means for communicating thoughts and ideas through systems of oral and written communication. This also includes development of concepts related to phonological and print awareness.

Mentoring – A relationship-based process between colleagues in similar professional roles in which a more-experienced individual with adult learning knowledge and skills, the mentor, provides guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

Nutrition – The processes by which living things take in and utilize food substances for nourishment.

Observation – The process used by early childhood educators to watch, listen to and record children's actions, facial expressions, body language, sounds, words and gestures. Educators use the information collected through observations for several purposes. Observation helps teachers get to know children so that they can build positive relationships with them. Observation provides information teachers can use to understand what and how a child is thinking, feeling and learning and plan ways to support and enhance the child's development of skills in all domains.

Paths to QUALITY ™ – A free, voluntary Tiered Quality Rating and Improvement System (TQRIS) designed to raise the standard of quality in early childhood education in Indiana. Paths to QUALITY™ includes four levels of standards, with each level having progressively higher levels of standards.

Partnerships – Two-sided relationships in which each side supports the other and benefits from the exchange.

Physical Development – The sequence and process of developing body awareness and increased control over physical movements.

Professional Development – Continuum of learning and support actives designed to prepare individuals for work with and on behalf of children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge,

skills, practices and dispositions of professionals working with children. This can include education, training and technical assistance.

Professionalism – Decisions and actions based on knowledge of early childhood theories, research and practice that shape one's career in the field.

Safe Sleep – A sleep environment that reduces the risks associated with Sudden Infant Death Syndrome.

Safety – Security and freedom from physical or psychological harm.

Self-regulation – A child's capacity to manage his/her own body, manage powerful emotions and maintain focus and attention.

Settings – Refers to any location where any adult is responsible for the direct care and education of a group of

children/youth. Included are not only classrooms, but also infant/toddler caregiving, family child care homes and any other place in other disciplines where an adult fulfills a role of teacher or caregiver.

Social and Emotional Development – A young child's growing capacity to experience, express and regulate emotions, engage in positive relationships with others, and as a result, learn and develop in the context of family, culture and community.

Standards – Research based expectations for children/youth, programs, or professionals.

Support – Help or assist; the help or assistance offered by a team or network of people, family or colleagues.

Systems – Comprehensive systems of preparation and ongoing development and support for all professionals working with children/youth and

on behalf of them and supports for children/youth and their families.

Technical Assistance – The provision of targeted and customized supports by a professional with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application or implementation of services by recipients.

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Contributing Committee Members

Anita Allison, Indiana Association of Child Care Resource & Referral

Robin Atkins, Indiana Head Start Collaboration Office

Debbie Beeler, Hoosier Uplands Economic Development Corp.

Rena Broadnax, Early Learning Indiana

Rebecca Carothers, Indiana Ivy Tech Community College

Dr. Patricia Clark, Ball State University

Rhonda Clark, Office of Early Childhood and Out of School Learning, Indiana Family and Social Services Administration

Christina Commons, Indiana Division of Mental Health and Addiction

Carolyn Dederer, Indiana Association for Child Care Resource and Referral

Dr. Deb Getz, Indiana University

Erin Kissling, Indiana Department of Education

Rebecca McKnight, Mental Health America of Indiana

Dr. Hanan Osman, Indiana Association for the Education of Young Children, Inc.

Dr. Megan Purcell, Purdue University

Dr. Brenda Ragle, Indiana Ivy Tech Community College

Krystal Robinson, Indiana Association for the Education of Young Children, Inc.

Meghan Smith, Office of Early Childhood and Out of School Learning, Indiana Family and Social Services Administration

Alyce Thompson, Early Childhood Alliance

Judy Tonk, Indiana Association for the Education of Young Children, Inc.

Stephen Viehweg, Indiana Association for Infant and Toddler Mental Health

Dianna Wallace, Indiana Association for the Education of Young Children, Inc.

Kresha Warnock, Ball State University