Come Learn with Us!

West Virginia's Core Knowledge and Competencies for Early Childhood Professionals

Overview

- West Virginia Core Knowledge and Competencies

- Why are CKC's Important?

- Examining the Revised Document

- Changes and Impact on the Field

- Understanding and Using the Crosswalk Document

Why Are CKC's Important?

History

The state of West Virginia originally developed the Core Knowledge and Core Competencies document for the WV STARS Professional Development System for Early Care and Education to support the growing early care and education profession. This document was initially built on the work of the Professional Development Committee, a committee of the Governor's Early Childhood Implementation Commission.

On November 12, 2004, the Partners Implementing an Early Care and Education System (PIECES) Advisory Council adopted a set of revised core knowledge and core competencies upon the recommendation of the PIECES Professional Development Committee. A sub-group of the Professional Development Committee provided dedicated time, expertise, and resources to revise the core competencies to support the growing professional development system.

Several years later, an additional revised document was published to include the *In-Home Family Education Core Knowledge and Core Competencies* that were adapted from the *Early Care and Education Core Knowledge and Core Competencies* by the Partners in Community Outreach. The Training Committee of Partners in Community Outreach included representatives from Healthy Families America, Parents as Teachers, Maternal Infant Health Outreach Worker, and WV Department of Health and Human Resources/Bureau for Children and Families/Early Care and Education. The West Virginia STARS Policy Council approved the *In-Home Family Education Core Knowledge and Core Competencies* on Sept. 17, 2008.

Members of the West Virginia Early Childhood Advisory Council (ECAC) Professional Development Committee recognized and responded to the evolving early care and education profession by engaging in another revision process of the Core Knowledge and Core Competencies beginning October 2012. Over the next several years, the ECAC subcommittee spearheaded the efforts to bring together early care and education leaders around the state of West Virginia to research, write, and edit *West Virginia's Core Knowledge and Competencies for Early Childhood Professionals*. The document was adopted by the Early Childhood Advisory Council on June 1, 2015.

The Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators, Ohio Early Learning Core Knowledge and Core Competencies, and the original *West Virginia Core Knowledge and Core Competencies* documents were used as primary resources for adapting core competencies and content. Other documents used as references can be found in the bibliography.

Why Was A Revision Needed

Birth of the Revised WV Core Knowledge and Competencies

Expand use

- All Early Childhood Professionals

- Directors & Administrators

- Professional Development Providers

- Higher Education Faculty

Align with new research and best practices

- Research advances

- Evidence based practices

- Response to the needs of practitioners in the field

Dispositions

- Definition: Core group of attitudes, beliefs or perspectives that unify the profession.

- Example: One who delights in and is curious about children and how they grow and learn.

Core Beliefs

Overarching Considerations

Some aspects of professional practice reach across all seven content areas. All areas of the Core Knowledge and Competencies incorporate the following considerations:

- the inclusion of children with special needs;
- how the influences of culture, family structure, and/or religion impact children and families; and
- the responsibility of the early childhood professional in guiding young children's overall development.

Core Beliefs

Core Beliefs Adapted from The Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators, published by NYC Early Childhood Professional Development Institute	
• Children are born ready to learn.	• Children's learning is active and follows a recurring path: awareness, exploration, inquiry, and application.
• Every human being is a unique individual, with diverse modes of learning and expression as well as interests and strengths.	• Children learn best when engaged in high-quality environments, interactions, and relationships.
• Children are worthy of the same respect as adults.	• Children learn best when the adults in their life work in partnership with one another.
• Children's needs for shelter and for physical, intellectual, emotional, and social nourishment must be met for them to grow, develop, and learn to their fullest potential.	• All children and their families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected.
• Children have the right to secure, trusting relationships with adults and to safe, nurturing environments.	• Families and children have the right to support systems that foster their growth and development.
• Children construct their own knowledge based on their curiosity and driven by their interests. This active construction is facilitated by interaction with adults and other children.	• Teaching and learning are dynamic, integrated, and reciprocal processes.

WV Core Knowledge Areas

1. Child Growth and Development
2. Family and Community Relationships
3. Child Observation and Assessment
4. Environment and Curriculum
5. Health, Safety, and Nutrition
6. Professionalism and Leadership
7. Administration and Management

Where did Positive Interactions and Relationships go?

- The area of Positive Interactions and Relationships has been broken down and incorporated into the other 7 Core Knowledge and Competency areas. The location of Competencies may not be the same is in the previous document.

Understanding the New Document

- **Each content area also includes four sections:**

1. Rationale - Connects current research and standards of practice to the importance of each content area

2. Knowledge Base - Outlines concepts and facts that each professional must learn in each content area

3. Core Competency - Defines groups of observable skills and behaviors that each early childhood professional should demonstrate and practice

4. Behaviors and Skills- Observable skills and behaviors that each early childhood professional should demonstrate and practice (to be used as learning outcomes for training registrations)

1. Child Growth and Development

An in-depth knowledge of how children grow and develop is the key to quality early childhood practice. It is the foundation for designing environments and curriculum, for observing and assessing, and for responding to diverse learners. Early childhood professionals and families must understand developmental stages and milestones in order to thoughtfully plan experiences that help all children feel successful, identify interests, and develop a sense of personal identity.

The National Association for the Education of Young Children (NAEYC) states that developmentally appropriate practice is rooted in knowledge, not assumptions. By following developmentally appropriate practices, early childhood professionals will ensure that goals and experiences meet the needs and development of all children, while providing opportunities to challenge children to promote their progress and encourage their interests.

1. Child Growth and Development

Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand:

- The principles and theories of child growth and development, including: o The connection between content areas
  o Developmental sequences, stages, and milestones
  o Different rates of development in individual children
  o Current research and theory on child growth and development

- That children's early relationships and experiences with their family, language, culture, and the environment affect development

- How attachment greatly impacts all areas of development

- How self-regulation affects all areas of development and behavior

- That caring, consistent relationships with adults provide external supports that serve as the basis for developing self-regulation

- The importance of respectful language and communication between children and adults, and among children, for healthy growth and development

- How children's pro-social behavior is supported by adults who model positive behavior and view challenging behavior as a learning opportunity

- Appropriate strategies for responding to the differing developmental needs of all children

- How play provides the opportunity for young children to grow and develop, incorporating different modes of learning and different ways of representing knowledge and demonstrating skills

- That the early childhood profession has a growing knowledge base of research and theory that guides developmentally appropriate practice

1. Child Growth and Development

Core Competencies

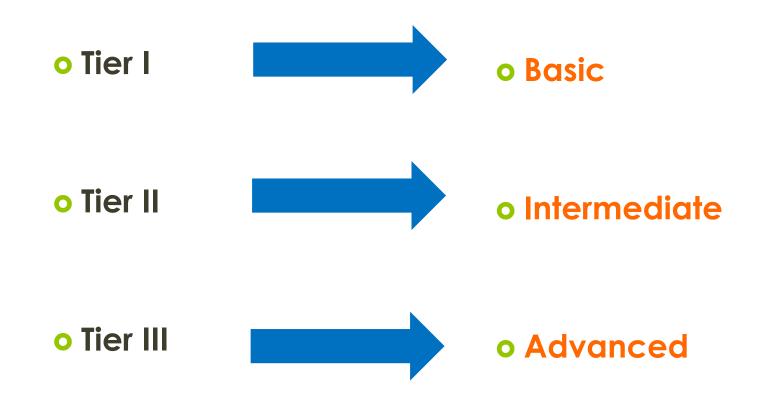**The early childhood professional working with children:**

1.1 Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood

1.2 Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices

1.3 Encourages children's development of social and emotional skills

1.4 Helps children achieve self-regulation and develop coping skills

1.5 Encourages the development of self-help skills to promote independence

1.6 Supports children's gross and fine motor development

1.7 Supports children's cognitive development

1.8 Promotes emergent literacy including speaking, listening, reading, and writing through play and interaction with children

1.9 Encourages and supports Dual Language Learners

1.10 Facilitates children's play to encourage development across domains

1.1 Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood

BEHAVIORS AND SKILLS

a. Understands the impact of physical health on children's social, emotional, cognitive, language, and motor development

b. Recognizes the importance of fetal development and the connection to a child's long-term health and development

c. Understands prenatal development and potential threats to the mother's and baby's health during the prenatal period

d. Recognizes and addresses the attitudes, cultural contexts, or barriers that may impact a mother's decision to initiate or continue breastfeeding

e. Applies theories of growth, development, and learning into everyday practices

f. Understands parenting strengths that support a child's development

g. Recognizes signs of resilience in the child and family and works with the family to strengthen protective factors

h. Understands the impact of stress and trauma on a child's development and supports families in reducing children's exposure to stress

i. Applies relationship-based practices and family-centered practices to support the family in reducing risks that may negatively affect child health and development

j. Improves understanding of child growth and development through ongoing review of current research and observation of children

k. Utilizes knowledge of child development and multiple factors influencing development while observing expectant parents, infants/toddlers, young children, and/or families

l. Applies current knowledge and theories about specific developmental delays, developmental disabilities, and risk factors to advocate on behalf of young children with developmental delays and disabilities and their families

What happened to the Tiers?

- Tier I ➔ - **Basic**

- Tier II ➔ - **Intermediate**

- Tier III ➔ - **Advanced**

Professional Development Planning Tool

1. Child Growth and Development

Core Competencies	Assessment			Notes
	Demonstrates Strength	Demonstrates Progress	Opportunity for Growth	
1.1 Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood				
1.2 Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices				
1.3 Encourages children's development of social and emotional skills				
1.4 Helps children achieve self-regulation and develop coping skills				
1.5 Encourages the development of self-help skills to promote independence				
1.6 Supports children's gross and fine motor development				
1.7 Supports children's cognitive development				
1.8 Promotes emergent literacy including speaking, listening, reading, and writing through play and interaction with children				
1.9 Encourages and supports Dual Language Learners				
1.10 Facilitates children's play to encourage development across domains				

Glossary

- Modifications - Changes to what is being taught to or expected from a child

- Natural consequences - Outcomes that occur as a direct result of behavior; they are imposed by the environment, society, or a person who is not in the position of authority

- Open-ended questions - Questions that cannot be answered by "yes" or "no." Often begin with who, what, why, where and when. Designed to encourage a full, meaningful answer

CKC Crosswalk Document

2015 WV Core Knowledge and Competencies for Early Childhood Professionals	2009 WVSTARS Core Knowledge and Core Competencies
1. Child Growth and Development	
Child Growth and Development 1.1	• Child Growth and Development 1.1, 1.2, 1.3, 1.4
Child Growth and Development 1.2	• Child Growth and Development 1.3 • Child Observation and Assessment 5.1, 5.3
Child Growth and Development 1.3	• Positive Interactions and Relationships 3.1, 3.2 • Curriculum 4.2, 4.3
Child Growth and Development 1.4	• Positive Interactions and Relationships 3.3 • Curriculum 4.3
Child Growth and Development 1.5	• Health, Safety, and Nutrition 2.2 • Curriculum 4.3, 4.5
Child Growth and Development 1.6	• Child Growth and Development 1.3 • Curriculum 4.5
Child Growth and Development 1.7	• Child Growth and Development 1.2 • Curriculum 4.1, 4.4, 4.7, 4.8
Child Growth and Development 1.8	• Curriculum 4.6
Child Growth and Development 1.9	• Curriculum 4.6 • Family and Community 6.1
Child Growth and Development 1.10	• Child Growth and Development 1.2, 1.3 • Curriculum 4.1, 4.2

What Questions Do You Have?

For additional information or assistance, please contact the WVSTARS Staff

wvstars@rvcds.org OR 1-855-822-7827