Texas Early Childhood
Professional Development System

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**Texas Early Childhood
Professional Development System
& National Association for the Education of Young Children**

PRACTITIONER CORE
COMPETENCIES ALIGNMENT

This document aligns the Texas Early Childhood Professional Development System's *Texas Core Competencies for Early Childhood Practitioners* to the National Association for the Education of Young Children's *Professional Standards and Competencies for Early Childhood Educators.*

CHILDREN'S LEARNING INSTITUTE™

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Core Competency Area 1:
Child Growth & Development

Effective early care and education practices are rooted in developmental theory and occur when practitioners are able to connect knowledge about developmental domains, stages, and milestones with the needs of children in their care. Practitioners in all types of programs (family child care, centerbased, and public pre-k) and those working with children of any age must be able to provide care and education consistent with a child's developmental abilities. The knowledge and core competencies represented in this section form the foundation of care that other areas of professional competency build upon (responsive interaction, literacy, math, and guidance strategies must be developmentally appropriate to be meaningful.)

1.1 Child Development Domains, Stages, and Milestones

Beginner Competencies / ECE I

TECPDS - 1.1.1	Provides basic definitions of developmental domains: • cognitive • gross and fine motor • language • social and emotional
TECPDS - 1.1.2	Connects examples of behaviors belonging to each of the developmental domains with children they work with
TECPDS - 1.1.3	Connects examples of behaviors belonging to each of the developmental domains with children they work with
TECPDS - 1.1.4	Provides examples of developmental stages and milestones while describing the children they work with
NAEYC - 1a ECE I	Identify as a committed professional in the early childhood education field

TECPDS - 1.1.5	Typically relies on others to plan developmentally appropriate activities for children and seeks guidance when needed to implement activities and curriculum
NAEYC - 6d ECE I	Participate in and act on guidance and reflective supervision related to strengths and areas for growth

TECPDS - 1.1.6	Locates and provides program resources (flyers, pamphlets) to families requesting information about child development
NAEYC - 2c ECE I	Identify types of community resources that can support young children's learning and development and to support families Partner with colleagues to help assist families in finding needed community resources

TECPDS - 1.1.7	Needs guidance from others to identify suspected developmental delays and relies on others to carry out next steps for assessment and referral
NAEYC - 6d ECE I	Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team

Intermediate Competencies / ECE II

TECPDS - 1.1.8	Articulates that development across domains is interconnected and that changes in one domain influence changes in another
TECPDS - 1.1.9	Describes and identifies basic patterns of development associated with age groups (O-3 mo., 4-6 mo., 6-9 mo., 9-12 mo., 12-18 mo., 18-24 mo., 24-36 mo., 3 yrs, 4 yrs, 5 yrs.) Depth of knowledge may be limited to the age group they work with
TECPDS - 1.1.1O	Articulates that child development proceeds gradually and continuously across stages
TECPDS - 1.1.11	Articulates that children develop at their own pace and that age ranges for developmental milestones are broad and overlap
NAEYC - 1a ECE II	Describe the theoretical perspectives and core research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains

TECPDS - 1.1.12	Plans appropriate classroom experiences and curriculum across each of the developmental domains
NAEYC - 5b ECE II	Describe how young children learn across core content areas and use this understanding of pedagogical content knowledge

TECPDS - 1.1.13	Uses knowledge about child development to meet the needs of individual children during group activities
NAEYC - 1b ECE II	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 1.1.14	Sets goals for individual children according to their level of development
NAEYC - 5c ECE II	Select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in birth-five settings

TECPDS - 1.1.15	Seeks guidance from more advanced practitioners about effective ways to initiate a conversation with parents about a child's development or to respond to a family's inquiries about development, but is capable of responding to parents' questions about their children's development
NAEYC - 6c ECE II	Use a positive, professional tone to communicate with families and colleagues

TECPDS - 1.1.16	Requests guidance at times but can generally identify potential developmental delays and make appropriate referrals
NAEYC - 3d ECE II	Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs

Advanced Competencies / ECE III

TECPDS - 1.1.17	Discusses variation in the developmental progress of children from birth to age 8. Depth of knowledge is not limited to a specified age group
NAEYC - 1a ECE III	Analyze and synthesize the theoretical perspectives and research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains

| TECPDS - 1.1.18 | Incorporates theory into discussions about specific children |
| NAEYC - 1b ECE III | Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children |

| TECPDS - 1.1.19 | Independently adjusts practices on an ongoing basis to support the developmental needs of each child in their care |
| NAEYC - 4b ECE III | Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children |

| TECPDS - 1.1.20 | Provides families with information about child development, including developmental stages and milestones within domains |
| NAEYC - 2b ECE III | Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs |

| TECPDS - 1.1.21 | Enhances the capacity of other practitioners by modeling and sharing information about child development |
| NAEYC - 4c ECE III | Guide and supervise implementing effective teaching practices and learning environments |

| TECPDS - 1.1.22 | Is called on to support other practitioners requiring assistance with identification of suspected developmental delays and referrals |
| NAEYC - 6d ECE III | Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team |

Beginner Competencies / ECE I

TECPDS - 1.2.1	Articulates developmental differences and uniqueness among typically developing children
NAEYC - 1b ECE I	Identify how each child develops as an individual

TECPDS - 1.2.2	Articulates that typically and atypically developing children vary widely in temperament, personality, and preferences
NAEYC - 4a ECE I	Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting

TECPDS - 1.2.3	Is flexible enough in their interactions with children to allow for variation in personal preferences, behavioral styles, and temperament
NAEYC - 1b ECE I	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades

TECPDS - 1.2.4	Requires guidance and ongoing support to adjust practices and meet the needs of atypically developing children
NAEYC - 4b ECE I	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

Intermediate Competencies / ECE II

TECPDS - 1.2.5	Describes the normal range of variation in typically developing children
NAEYC - 1b ECE II	Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices

TECPDS - 1.2.6	Adapts aspects of the curriculum or program to address the needs, temperament, interests, and learning styles of individual children
NAEYC - 4b ECE II	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 1.2.7	Generally distinguishes between atypically and typically developing children in their own classroom and seeks confirmation and guidance on next steps
NAEYC - 3d ECE II	Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs

TECPDS - 1.2.8	Seeks guidance when working with atypically developing children, but is capable of providing appropriate care and stimulation to all children in the classroom with little support
NAEYC - 4a ECE II	Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting

TECPDS - 1.2.9	Assists others in adapting the environment, activities, and learning experiences to allow for individual variation in temperament, interest, and behavioral or learning styles
NAEYC - 4c ECE II	Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines

Advanced Competencies / ECE III

TECPDS - 1.2.10	Discusses variation in the developmental progress of children from birth to age 8. Depth of knowledge is not limited to a specified age group
NAEYC - 1b ECE III	Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices

TECPDS - 1.2.11	Designs and creates environments and plans experiences that incorporate the unique and special needs of individual children
TECPDS - 1.2.12	Independently integrates information about individual differences in learning and behavioral patterns into curriculum and lesson plans to ensure all children receive appropriate guidance and quality experiences
NAEYC - 4c ECE III	Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines

TECPDS - 1.2.13	Supports other practitioners in the identification of normal variation in typically developing children and in making necessary adaptations to the environment and program
TECPDS - 1.2.14	Guides other practitioners in the identification and next steps for providing appropriate care and stimulation for atypically developing children
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

1.3 Children with Identified Special Needs

Beginner Competencies / ECE I

TECPDS - 1.3.1	States the names of children with identified special needs and discusses plans for appropriate care and learning opportunities
TECPDS - 1.3.2	Consistently follows specific requirements for children in their care (Individual Education Plans, Individual Family Service Plans, medical and nutritional requirements)
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

Intermediate Competencies / ECE II

| TECPDS - 1.3.3 | Articulates basic understanding of special needs, disability laws, and the rights of children and families to services |

| NAEYC - 1b ECE II | Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices |

| TECPDS - 1.3.4 | Effectively incorporates assistive technology for children with special needs |

| NAEYC - 1b ECE II | Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children |

| TECPDS - 1.3.5 | Implements, with high fidelity, activities designed for children with special needs |
| TECPDS - 1.3.6 | Brings attention to limitations in current adaptations for children with special needs and makes recommendations for alternative approaches |

| NAEYC - 1d ECE II | Use available research evidence, professional judgments and families' knowledge and preferences – for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child |

| TECPDS - 1.3.7 | Participates in planning teams for children with special needs |

| NAEYC - 6d ECE II | Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children |

Advanced Competencies / ECE III

TECPDS - 1.3.8 Articulates knowledge and rationales associated with the inclusion philosophy

NAEYC - 1b ECE III Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices

TECPDS - 1.3.9 Develops specific activities to support the development of children with special needs

NAEYC - 4b ECE III Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 1.3.10 Supports other practitioners and parents by modeling appropriate strategies and practices for children with special needs

NAEYC - 6b ECE III Lead teaching teams in birth through age 5 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting

1.4 Influences on Development: Biology, Families, Environment, Culture, and Stress

Beginner Competencies / ECE I

TECPDS - 1.4.1 Articulates that there are biological and environmental factors that affect child growth and development

NAEYC - 1a ECE I Identify biological, environmental, protective, and adverse factors that impact children's development and learning

TECPDS - 1.4.2 Articulates that families are the primary source of influence on children's development

NAEYC - 2b ECE I Recognize families as the first and most influential "teachers" in their children's learning and development

TECPDS - 1.4.3	Articulates that stressful situations and environments affect child development
NAEYC - 1c ECE I	Recognize families as the first and most influential "teachers" in their children's learning and development

TECPDS - 1.4.4	Articulates that cultural practices affect child development
NAEYC - 1c ECE I	Identify family, social, cultural and community influences on children's learning and development

TECPDS - 1.4.5	Uses insights from parents to guide their interactions with individual children
NAEYC - 2b ECE I	Identify family, social, cultural and community influences on children's learning and development

Intermediate Competencies / ECE II

TECPDS - 1.4.6	Makes connections between children's development and stresses at home and in child care, and helps children cope through supportive interactions
NAEYC - 1a ECE II	Describe how biology, environment and protective and adverse factors impact children's development and learning

Advanced Competencies / ECE III

TECPDS - 1.4.7	Discusses a range of environmental factors that impact children's growth and development, including: • biology • individual traits • family and community relationships • stress • culture
NAEYC - 1a ECE III	Describe how biology, environment and protective and adverse factors impact children's development and learning

Beginner Competencies / ECE I

TECPDS - 1.5.1	Clearly identifies play as the optimal mode for learning and supporting children's development
TECPDS - 1.5.2	Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles and fine motor, books and language, stacking cups and cognitive)
NAEYC - 1a ECE I	Know the importance of social interaction, relationships and play

TECPDS - 1.5.3	Participates in child-initiated play with all children
TECPDS - 1.5.4	Engages in playful activities throughout the day (songs, books, games, pretending)
NAEYC - 1b ECE I	1b. ECEI: Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades

TECPDS - 1.5.5	Ensures children have access to ample play materials throughout the day
TECPDS - 1.5.6	Utilizes learning centers, stations, or interest areas to encourage play
NAEYC - 4b ECE I	Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills

| TECPDS - 1.5.7 | Observes and documents children's play interests, and shares the children's interests with parents |
| NAEYC - 3d ECE I | Partner with families and other professionals to support assessment-related activities |

Intermediate Competencies / ECE II

TECPDS - 1.5.8	Describes distinctions between adult-directed or controlled activities (safety practices, hygiene routines) and opportunities for playful activity
NAEYC - 4b ECE II	Describe the theoretical perspectives and core research base about various teaching strategies used with young children

TECPDS - 1.5.9	Designs, refreshes, and adapts centers or play areas to meet current objectives or expand on children's interests
NAEYC - 1d ECE II	Use available research evidence, professional judgments and families' knowledge and preferences – for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 1.5.10	Expands on play initiated by children to reinforce language, ideas, and social development
NAEYC - 1a ECE II	Describe how social interaction, relationships and play are central to children's development and learning

TECPDS - 1.5.11	Models problem-solving skills during play
TECPDS - 1.5.12	Balances the need for adult-guided and child-directed learning opportunities
TECPDS - 1.5.13	Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests
NAEYC - 1b ECE II	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades

TECPDS - 1.5.14	Models for families ways that children learn and progress through play
NAEYC - 2b ECE II	Use strategies to support positive parental and family development

TECPDS - 1.5.15	Helps other practitioners learn to recognize childinitiated play among very young children (gazing at toy, gesturing, joint attention, vocalizing)
TECPDS - 1.5.16	Models for other practitioners ways to engage children in age-appropriate play
NAEYC - 4c ECE II	4c ECEII: Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 1.5.17	Recognizes that families vary in their beliefs and awareness of play as the optimal means of supporting learning and development and uses this knowledge to provide guidance to families on appropriate play strategies for children according to their level of development
NAEYC - 2b ECE III	Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices

TECPDS - 1.5.18	Ensures that curriculum, lesson plans, and daily schedules provide ample opportunities for both childinitiated and adult-guided play based on children's interests
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

Core Competency Area 2:
Responsive Interactions and Guidance

Caregivers create a context for healthy social and emotional and cognitive development by establishing warm and secure relationships with children. Early childhood practitioners foster positive relationships with individual children by ensuring protection from emotional and physical harm, providing frequent opportunities to engage in interactions that are sensitive to children's unique character, are developmentally appropriate (adjusting to individual needs, setting appropriate expectations), and offering appropriate behavioral guidance (encouraging positive peer relations, increasing problem-solving and conflict resolution skills.) These competencies address the core knowledge and skills needed to promote positive interactions and use developmentally appropriate guidance techniques in accordance with children's ages and developmental levels.

2.1 Relationships with Individual Children: Security, Warmth, and Responsiveness

Beginner Competencies / ECE I

TECPDS - 2.1.1	Articulates and demonstrates the basic components of trusting relationships with children (nurturing, predictability, physical and emotional security)
TECPDS - 2.1.2	Provides physical and emotional security (creates a warm, safe, and nurturing environment)
TECPDS - 2.1.3	Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal cues
TECPDS - 2.1.4	Speaks to children using neutral to positive statements and avoids negative, demeaning, or critical comments
TECPDS - 2.1.5	Treats children with fairness and respect
NAEYC - 4a ECE I	Establish positive and supportive relationships and interactions with young children

TECPDS - 2.1.6	Has a patient, relaxed style that helps maintain calmness in the classroom
NAEYC - 4a ECE I	Support a classroom culture that respects and builds on all that children bring to the early learning setting

TECPDS - 2.1.7	Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments ("I like the way you put away the toys!")
NAEYC - 4b ECE I	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 2.1.8	Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play)
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 2.1.9	Provides emotional support to ease the transition from home to school
NAEYC - 4b ECE I	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 2.1.10	Shows respect for linguistic and cultural individuality
NAEYC - 4a ECE I	Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting

TECPDS - 2.1.11	Uses frequent positive nonverbal behaviors to increase feelings of acceptance (smiles, sits at child's level, allows child to sit near or with teacher, reassuring touch)
NAEYC - 4a ECE I	Establish positive and supportive relationships and interactions with young children

Intermediate Competencies / ECE II

TECPDS - 2.1.12	Identifies and describes cognitive and affective signals of children in the classroom
TECPDS - 2.1.13	Recognizes signs of stress in individual children and responds sensitively
TECPDS - 2.1.14	Offers specific descriptive praise and encouragement that lets children know what they are doing well ("Great job, you found the letter 'A'!")
TECPDS - 2.1.15	Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs)
NAEYC - 1b ECE II	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades

TECPDS - 2.1.16	Adjusts response style to match each child's personality and temperament (knows which children respond well to humor, soft voices)
NAEYC - 1b ECE II	1b ECEII: Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices

TECPDS - 2.1.17	Manages own biases so all children experience acceptance rather than rejection (is aware and in control of reactions or lack of response to particular children or groups of children)
NAEYC - 5c ECE II	Select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in birth-five settings

TECPDS - 2.1.18	Solicits information from families about their child's interests and uses this information to increase feelings of acceptance and belonging
NAEYC - 2b ECE II	Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

Advanced Competencies / ECE III

TECPDS - 2.1.19	Informs others about attachment and relationship theory to build their understanding about the importance of forming warm and secure relationships with children
NAEYC - 4a ECE III	Analyze and synthesize the theoretical perspectives and research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children

TECPDS - 2.1.2O	Helps others learn to recognize and respond sensitively to cognitive and emotional signals
TECPDS - 2.1.21	Uses intentional strategies and activities to teach tolerance and acceptance of individual differences
NAEYC - 4a ECE III	Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting

2.2 Developmentally Appropriate Guidance: Supporting Social and Emotional Development

Beginner Competencies / ECE I

TECPDS - 2.2.1	Articulates program policies and procedures for conflict resolution and age-appropriate discipline
TECPDS - 2.2.2	States appropriate behavioral expectations for children in the age group they work with
NAEYC - 4b ECE I	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 2.2.3	Responds promptly when problem behaviors occur (may seek guidance from others to ensure appropriate strategies are used)
TECPDS - 2.2.4	Applies basic conflict resolution and behavior management strategies consistent with program policy
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

TECPDS - 2.2.5	Seeks guidance and support from others when problem behaviors persist, and shares this information with parents
NAEYC - 2b ECE I	Identify effective strategies for building reciprocal relationships and use those to learn with and from family members

TECPDS - 2.2.6	Labels negative behaviors rather than the child ("Hitting is not ok." instead of "Don't be a bully.")
NAEYC - 4a ECE I	Establish positive and supportive relationships and interactions with young children

TECPDS - 2.2.7	Verbalizes appropriate expectations and limits for children, and models appropriate behavior for children
TECPDS - 2.2.8	Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities)
NAEYC - 4c ECE I	Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management

TECPDS - 2.2.9	Verbalizes for children logical consequences for behaviors
NAEYC - 4a ECE I	Establish positive and supportive relationships and interactions with young children

TECPDS - 2.2.10	Models and encourages pro-social behaviors (caring, sharing, helping others)
NAEYC - 4a ECE I	Support a classroom culture that respects and builds on all that children bring to the early learning setting

TECPDS - 2.2.11	Provides opportunities for children to make appropriate choices (choosing between play activities, foods, etc.)
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 2.2.12	Acknowledges, models and encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, makes connections between actions and emotional reactions)
TECPDS - 2.2.13	Models and supports children as they learn self-help skills
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

Intermediate Competencies / ECE II

TECPDS - 2.2.14	Discusses rationales for conflict resolution and disciplinary policies based on developmental theory
NAEYC - 1b ECE II	Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices

TECPDS - 2.2.15	Communicates understanding of how to structure learning opportunities and activities that are developmentally appropriate (attention span, interests, abilities, self-control) for the children they work with
NAEYC - 1b ECE II	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 2.2.16	Uses specific and intentional strategies and activities to model and support emotional development (reads and discusses books about feelings, uses puppets and role play to increase understanding)
NAEYC - 1d ECE II	Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children

TECPDS - 2.2.17	Uses guidance strategies that help children solve their own problems rather than relying on overly directive approaches (offers choices, encourages communication and problem-solving skills, models appropriate actions)
NAEYC - 4a ECE II	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 2.2.18	Communicates with families to identify areas of concern and develop cooperative strategies to manage behavior in the classroom
NAEYC - 2b ECE II	Use a broad repertoire of strategies for building relationships to learn with and from family members

TECPDS - 2.2.19	Adjusts guidance approaches to fit the personalities, character, and developmental level of individual children
NAEYC - 1b ECE II	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 2.2.20	Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur
NAEYC - 1b ECE II	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades

TECPDS - 2.2.2O	Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur
NAEYC - 1b ECE II	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades

TECPDS - 2.2.21	Provides opportunities for children to make choices in a variety of contexts (peer play, one-on-one, and independent activities) and scaffolds instruction to help children link their choices and consequences
TECPDS - 2.2.22	Uses intentional activities and discussions to support children's self-concept skills (likes/dislikes, physical strengths, abilities)
NAEYC - 1d ECE II	Use available research evidence, professional judgments and families' knowledge and preferences – for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 2.2.23	Facilitates peer relations and friendship building by modeling and encouraging children to use language and treat others with respect
NAEYC - 4a ECE II	Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting

Advanced Competencies / ECE III

TECPDS - 2.2.24	Discusses the ways in which developmentally appropriate guidance strategies support the emergence of self-concept and social, emotional, and moral competence
NAEYC - 4c ECE III	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management

TECPDS - 2.2.25	Offers guidance and modeling to others to increase their ability to differentiate their guidance approaches to meet the needs of children at different developmental levels and with different personalities
NAEYC - 4b ECE III	Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children

TECPDS - 2.2.26

Creates and designs written program policies for effective positive child guidance

NAEYC - 4c ECE III

Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 2.2.27

Uses observational and assessment data to adapt and modify guidance plans

NAEYC - 3c ECE III

Analyze data from assessment tools to make instructional decisions and set learning goals for children, differentiating for all children including those who are exceptional learners

TECPDS - 2.2.28

Collaborates with families to develop individually appropriate expectations and guidance plans

NAEYC - 2b ECE III

Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

TECPDS - 2.2.29

Creates and designs written program policies for effective interactions with children

NAEYC - 4b ECE III

Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children

TECPDS - 2.2.30

Develops and integrates concepts, including emotional understanding and pro-social behaviors, into curriculum and activities

NAEYC - 5b ECE III

Analyze models of engaging young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas

Beginner Competencies / ECE I

TECPDS - 2.3.1	Initiates conversations about a child's own interests and uses open-ended questions (if age-appropriate) to elicit more elaborate responses
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

TECPDS - 2.3.2	Clearly identifies play as the optimal mode for learning and supporting children's development
NAEYC - 1a ECE I	Know the importance of social interaction, relationships and play

TECPDS - 2.3.3	Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles and fine motor, books and language, stacking cups cognitive, etc.)
NAEYC - 4b ECE I	Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills

TECPDS - 2.3.4	Participates in child-initiated play with all children
TECPDS - 2.3.5	Engages in playful activities throughout the day (songs, books, games, pretending)
NAEYC - 1a ECE I	Know the importance of social interaction, relationships and play

TECPDS - 2.3.6	Ensures children have access to ample play materials throughout the day
TECPDS - 2.3.7	Utilizes learning centers, stations, or interest areas to encourage play
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 2.3.8	Shares information with parents about the role of play in their child's development and reports on their child's interests in the classroom
NAEYC - 2b ECE I	Identify effective strategies for building reciprocal relationships and use those to learn with and from family members

Intermediate Competencies / ECE II

TECPDS - 2.3.9	Describes distinctions between adult-directed or controlled activities (safety practices, hygiene routines) and opportunities for playful activity
NAEYC - 4b ECE II	Describe the theoretical perspectives and core research base about various teaching strategies used with young children

TECPDS - 2.3.10	Designs, refreshes, and adapts centers to meet current objectives or expand on children's interests
NAEYC - 1b ECE II	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 2.3.11	Expands on play initiated by children to reinforce language, ideas, and social development
NAEYC - 1b ECE II	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 2.3.12	Models problem-solving skills during play
NAEYC - 4b ECE II	Use teaching practices that support development of young children's executive function skills

TECPDS - 2.3.13	Balances the need for adult-guided and child-directed learning opportunities
NAEYC - 4c ECE II	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management

TECPDS - 2.3.14	Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests
NAEYC - 4b ECE II	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 2.3.15	Models for families ways that children learn and progress through play
NAEYC - 2b ECE II	Use strategies to support positive parental and family development

TECPDS - 2.3.16	Helps other practitioners learn to recognize childinitiated play among very young children (gazing at toy, gesturing, joint attention, vocalizing)
TECPDS - 2.3.17	Models for other practitioners ways to engage children in age-appropriate play
NAEYC - 1a ECE II	Describe how social interaction, relationships and play are central to children's development and learning

Advanced Competencies / ECE III

TECPDS - 2.3.18	Recognizes that families vary in their beliefs and awareness of play as the optimal means of supporting learning and development and uses this knowledge to provide guidance to families on appropriate play strategies for children according to their level of development
NAEYC - 2b ECE III	Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and cultures and the setting's practices and policies related to health, safety and developmentally appropriate practices

TECPDS - 2.3.19	Ensures that curriculum, lesson plans, and daily schedules provide ample opportunities for both childinitiated and adult-guided play based on children's interests
NAEYC - 4b ECE III	Use teaching practices that incorporate the various types and stages of play that support young children's development

Beginner Competencies / ECE I

TECPDS - 2.4.1	Articulates that children differ in their receptive (understands what is said) and expressive (uses speech to communicate thoughts) language abilities
TECPDS - 2.4.2	Listens attentively to children's communications (language, vocalizations, nonverbal cues) and responds promptly (does not ignore children's vocalizations, questions, comments)
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

TECPDS - 2.4.3	Uses a variety of questions (open, closed, inferential) to encourage child engagement in lessons and activities
TECPDS - 2.4.4	Allows children time to respond to questions before providing the answer or asking another question
TECPDS - 2.4.5	Seeks guidance and support from others to adjust questioning style for children that are consistently unable to respond
TECPDS - 2.4.6	Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes)
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

Intermediate Competencies / ECE II

TECPDS - 2.4.7	Describes the purpose and strategies for scaffolding learning
NAEYC - 1d ECE II	Use available research evidence, professional judgments and families' knowledge and preferences – for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 2.4.8	Expands on children's understanding and interests by elaborating on what children say (child says; "I went to the zoo." Depending on level of child, teacher adds, "Did you see an elephant or a lion?" or "Can you tell me about some of the animals you saw?")
TECPDS - 2.4.9	Scaffolds downward when children's responses (or nonresponse) shows a lack of understanding (asks follow-up questions that guide a child toward a meaningful response; for example, if the teacher asks, "What do you think is happening in this picture?" and the child is unable to provide a description, the teacher asks "What is the wolf trying to do to the pig's house?"; finally, "Is the wolf trying to blow it down?")
TECPDS - 2.4.10	Scaffolds upward when responses indicate a question or inquiry is too easy for a child (asks follow-up questions that pull for deeper understanding; for example, if child responds, "The wolf wants to blow down the house." The teacher queries, "Why does he want the house to fall down?" or "Why is he having a harder time blowing down this house?")
NAEYC - 4c ECE II	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management

TECPDS - 2.4.11	Uses questions throughout the day to assess what children know and plan new learning opportunities
NAEYC - 3a ECE II	Describe how assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children

Advanced Competencies / ECE III

TECPDS - 2.4.12	Discusses developmental learning theories in connection with concrete examples of scaffolding and individualized support strategies
NAEYC - 1d ECE III	Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children

TECPDS - 2.4.13	Models, discusses, and trains others in the use of downward and upward scaffolding techniques
TECPDS - 2.4.14	Integrates scaffolding supports into curriculum and activities (adds leveled prompts and guiding questions to activity guides and books selected for read-alouds)
NAEYC - 4b ECE III	Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children

Core Competency Area 3:
Learning Environments, Planning Framework, Curriculum, and Standards

These competencies address the core knowledge and skills needed to understand and utilize strategies that are characteristic of high quality early childhood programming such as: consistent schedules and routines, transition activities for moving from one activity or place to another, interesting materials and activities appropriate by age group, how to arrange a classroom to enhance children's learning, and the integration of curriculum and early learning standards with practice.

3.1 Planning Framework: Environmental Design, Equipment, Materials, Routines, Schedules, and Learning Formats

Beginner Competencies / ECE I

TECPDS - 3.1.1	Articulates that children learn best through hands-on opportunities to explore and experience the physical world
TECPDS - 3.1.2	Ensures children are comfortable (lighting, temperature, noise levels)
TECPDS - 3.1.3	Provides a clearly identified personal space for each child's belongings
TECPDS - 3.1.4	Consistently uses signals to alert and prepare children for transitions (finger plays, songs, chants, changes in lighting)
TECPDS - 3.1.5	Models appropriate use and care of materials
TECPDS - 3.1.6	Ensures there are ample materials to allow children to make choices and explore a variety of interests
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 3.1.7	Models potential ideas and uses for materials in the environment before transitioning to centers
TECPDS - 3.1.8	Consistently follows a daily schedule
TECPDS - 3.1.9	Creates instructional plans that are flexible enough to allow children to make choices
NAEYC - 4b ECE I	Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills

Intermediate Competencies / ECE II

TECPDS - 3.1.10	Ensures there are activities, games, toys, and materials in the classroom to support exploration across domains: social and emotional, cognitive, physical, and language
NAEYC - 1d ECE II	Use available research evidence, professional judgments and families' knowledge and preferences – for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 3.1.11	Makes changes to the environment based on observations of what is working and not working for children in the classroom
NAEYC - 1b ECE II	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 3.1.12	Moves around the room assisting children working with materials (demonstrates function, provides descriptions and labels, encourages critical thinking about a child's activity)
NAEYC - 1b ECE II	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades

TECPDS - 3.1.13	Modifies and develops a classroom schedule that balances the need for: • quiet and active periods • adult and child-directed activities • individual, small, and large group play • indoor and outdoor play
TECPDS - 3.1.14	Balances instruction so children experience planned and impromptu opportunities for learning
NAEYC - 3c ECE II	Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts

TECPDS - 3.1.15	Uses the results of formal and informal assessment to plan learning opportunities for individuals, and small and large groups
NAEYC - 3c ECE II	Analyze data from assessment tools to make instructional decisions and set learning goals for all children

Advanced Competencies / ECE III

TECPDS - 3.1.16	Adapts and sets up age-appropriate, stimulating environments for others
NAEYC - 1d ECE III	Use available research evidence, professional judgments and families' knowledge and preferences – identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 3.1.17	Models, trains, and discusses ways practitioners can support children's exploration of materials and space in the classroom
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 3.1.18	Designs environments for children with special needs
NAEYC - 4c ECE III	Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines

TECPDS - 3.1.19	Collaborates with program staff and parents to design environments that support each child
NAEYC - 2b ECE III	Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

3.2 Curriculum and Standards

Beginner Competencies / ECE I

TECPDS - 3.2.1	Names and provides a brief description of core content areas included in the classroom curriculum
NAEYC - 5c ECE I	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 3.2.2	Communicates awareness of state early learning guidelines and knows where to locate these resources
NAEYC - 5c ECE I	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 3.2.3	Assists with implementing planned curriculum, and may require guidance and support from others
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 3.2.4	Encourages children's participation in curriculum activities and lessons
NAEYC - 6b ECE I	Identify the basic elements of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations

TECPDS - 3.2.5	Provides age-appropriate instruction
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

Intermediate Competencies / ECE II

TECPDS - 3.2.6	Discusses the scope and sequence for key content areas covered in the classroom curriculum
NAEYC - 5c ECE II	Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings

TECPDS - 3.2.7	Discusses desired outcomes for children described in the state early learning guidelines for children in the age range they work with
NAEYC - 1a ECE II	Describe the theoretical perspectives and core research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains

TECPDS - 3.2.8	Implements curriculum activities and lessons with high fidelity (seems prepared, presents concepts as intended, keeps children engaged)
NAEYC - 4c ECE II	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 3.2.9	Typically implements curriculum in their own classroom without support from others, and may seek guidance if a need for significant modification is required
NAEYC - 5c ECE II	Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings

TECPDS - 3.2.10	Modifies and extends lessons to meet the needs of children and deepen their understanding of topics they show interest in
NAEYC - 1d ECE II	Use available research evidence, professional judgments and families' knowledge and preferences – for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 3.2.11	Shares strategies with families and other practitioners that extend curriculum and activities supporting outcomes of state early learning guidelines
NAEYC - 2b ECE II	Use strategies to support positive parental and family development

Advanced Competencies / ECE III

TECPDS - 3.2.12	Discusses the connection between curriculum and learning and developmental theory
NAEYC - 4a ECE III	Analyze and synthesize the theoretical perspectives and research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children

TECPDS - 3.2.13	Discusses connections and gaps between state early learning guidelines and curriculum
NAEYC - 5b ECE III	Analyze and synthesize the theoretical perspectives and research base undergirding pedagogical content knowledge

TECPDS - 3.2.14	Makes adjustments and extensions to the curriculum based on each child's individual needs
NAEYC - 1b ECE III	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 3.2.15	Models, trains, and discusses curricula with others to improve fidelity of implementation
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 3.2.16	Participates in program discussions and decisionmaking about curriculum adoptions and needs
NAEYC - 5c ECE III	Select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning for birth-age 8 settings

Core Competency Area 4:
Supporting Skill Development

Supporting children's skill development requires knowledge about specific content areas (social and emotional development, language, academic skills) and approaches to learning appropriate for young children. Emphasis on these skills should always occur in the context of responsive interactions and appropriate guidance, and within a programmatic framework that is both planful and intentional. Additional examples of practitioner behaviors that support skill development across these domains can be found in the state early learning guidelines.

4.1 Social and Emotional Development: Self-Concept, Behavior Regulation, Emotional Control, Attention, and Social Skills

Beginner Competencies / ECE I

TECPDS - 4.1.1	Differentiates their approach to meet the varied strengths and needs of individual children and seeks guidance from others when an approach is not effective with particular children
NAEYC - 5b ECE I	Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn

TECPDS - 4.1.2	Engages in thinking aloud and in conversations to support the development of self-concept skills (likes/ dislikes, feelings, one's own body and thoughts)
TECPDS - 4.1.3	Engages children in books, songs, games, and activities about self-awareness (provides children with a variety of opportunities to draw and describe themselves)
NAEYC - 1a ECE I	Identify critical aspects of brain development including executive function, learning motivation, and life skills

TECPDS - 4.1.4	Provides children cues to remind them that there are times to control their bodies and actions ("hands in your lap," "quiet feet") and is sensitive to the limitations in the emerging ability to control their bodies and movement
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

TECPDS - 4.1.5	Models and uses language to support children's mastery of self-help skills (cleaning up a spill, using soap when washing hands, cleaning up toys)
TECPDS - 4.1.6	Encourages self-regulation in children by consistently following established daily schedules, rules, and routines
NAEYC - 4b ECE I	Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills

TECPDS - 4.1.7	Intervenes promptly and sensitively when behavior begins to escalate
TECPDS - 4.1.8	Acknowledges, models and encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, makes connections between actions and emotional reactions)
NAEYC - 4b ECE I	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 4.1.9	Engages children in books, songs, games, and activities to increase understanding of emotions (using puppets to act out emotional responses, role play, introducing emotional vocabulary through pictures)
NAEYC - 4c ECE I	Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management

TECPDS - 4.1.10	Refrains from distracting or redirecting children's attention from chosen activities until necessary
TECPDS - 4.1.11	Uses a variety of strategies to help children persist in a task (offers praise and encouragement, expands on play ideas, offers support if needed)
NAEYC - 5b ECE I	Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn

TECPDS - 4.1.12	Models and encourages pro-social behaviors (caring, sharing, concern for others, helping others)
TECPDS - 4.1.13	Treats all children with warmth, kindness, and respect
NAEYC - 4a ECE I	Support a classroom culture that respects and builds on all that children bring to the early learning setting

TECPDS - 4.1.14	Assists children when needed in their communications and interactions with peers (guides them as they resolve conflicts, speak respectfully to each other, initiate and expand on each other's play ideas)
NAEYC - 4a ECE I	Establish positive and supportive relationships and interactions with young children

Intermediate Competencies / ECE II

TECPDS - 4.1.15	Implements planned activities and lessons that support social and emotional development with high fidelity (is well prepared, presents concepts as intended, keeps children engaged.) May seek guidance when adjustment requires the knowledge and experience of others
NAEYC - 4c ECE II	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 4.1.16	Engages children in spontaneous discussions and activities that encourage the development of social and emotional skills
NAEYC - 3c ECE II	Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts

TECPDS - 4.1.17	Embeds developmental guidance and scaffolding strategies into social and emotional curriculum activities and lessons
NAEYC - 4a ECE II	Describe the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children

TECPDS - 4.1.18	Uses observational and assessment data to adapt activities and provide targeted instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently
NAEYC - 3c ECE II	Analyze data from assessment tools to make instructional decisions and set learning goals for all children

TECPDS - 4.1.19	Provides ample opportunities for children to communicate with each other and form friendships
NAEYC - 1a ECE II	Describe how social interaction, relationships and play are central to children's development and learning

TECPDS - 4.1.2O	Models social and emotional support strategies, assessment use, lessons, and activities for other practitioners
NAEYC - 4c ECE II	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 4.1.21	Uses a variety of age appropriate techniques consistent with the state early learning guidelines to support social and emotional development
NAEYC - 5c ECE II	Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings

Advanced Competencies / ECE III

TECPDS - 4.1.22	Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective social and emotional activities and instruction
NAEYC - 4a ECE III	Analyze and synthesize the theoretical perspectives and research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children

TECPDS - 4.1.23	Enhances the capacity of others through discussion, modeling, and training to engage children in positive interactions and activities that support social and emotional development
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 4.1.24	Discusses and provides training in the appropriate use of a variety of social and emotional assessment tools (ongoing, informal, formal; curriculum-based) to help other practitioners improve administration of assessments and integration of results into lesson plans and interactions with children
NAEYC - 3a ECE III	Explain why assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children

4.2 Language and Communication: Listening, Speaking, and Vocabulary

Beginner Competencies / ECE I

TECPDS - 4.2.1	Listens attentively (shows patience as child works to express thoughts or communicate non-verbally)
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

TECPDS - 4.2.2	Speaks clearly (grammatically correct, tone and volume is easy for children to hear/understand)
NAEYC - 6c ECE I	Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate

TECPDS - 4.2.3	Talks to children or imitates sounds infants and toddlers make throughout the day (small group, whole group, centers, free play, outdoors)
NAEYC - 6c ECE I	Use clear and positive language and gestures with young children

TECPDS - 4.2.4	Engages children in conversations about a variety of topics (their likes, dislikes, family, books, lessons)
NAEYC - 5c ECE I	Support implementation of curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in birth-age 8 settings

TECPDS - 4.2.5	Praises and encourages children's attempts at communication
NAEYC - 4a ECE I	Establish positive and supportive relationships and interactions with young children

TECPDS - 4.2.6	Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says "ball" and adult says "you see the red ball")
TECPDS - 4.2.7	Uses specific labels and descriptors throughout the day ("This is your bottle" versus "give it to me")
TECPDS - 4.2.8	Uses a variety of questions (open, closed, inferential) to encourage communication
NAEYC - 6c ECE I	Use clear and positive language and gestures with young children

Intermediate Competencies / ECE II

TECPDS - 4.2.9	Implements planned activities and lessons that support social and emotional development with high fidelity (is well prepared, presents concepts as intended, keeps children engaged.) May seek guidance when adjustment requires the knowledge and experience of others
NAEYC - 4b ECE II	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 4.2.10	Engages children in communication and activities that extend children's language
NAEYC - 6c ECE II	Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate

TECPDS - 4.2.11	Embeds developmental guidance into language and communication curriculum activities and lessons
NAEYC - 5c ECE II	Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings

TECPDS - 4.2.12	Uses observational and assessment data to adapt activities and provide targeted oral language instruction to small groups and individual children. May seek support, but generally implements assessment-linked plans independently
NAEYC - 3c ECE II	Analyze data from assessment tools to make instructional decisions and set learning goals for all children

TECPDS - 4.2.13	Provides child-friendly definitions of new words encountered in books, activities, and lessons
TECPDS - 4.2.14	Provides repeated opportunities for children to hear and use new vocabulary (singing songs, playful rhymes, and naming items in the environment)
NAEYC - 4c ECE II	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management

TECPDS - 4.2.15	Applies upward and downward scaffolds to support children's mastery of new vocabulary on a consistent basis
NAEYC - 1b ECE II	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 4.2.16	Uses a variety of ageappropriate techniques consistent with state early learning guidelines to support communication and language development, such as talking about: • nature • their home and school environment • families • communities • books • shared experiences • personal interests
NAEYC - 5c ECE II	Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings

TECPDS - 4.2.17	Implements strategies that support dual language learners
NAEYC - 1b ECE II	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 4.2.18	Models communication and language building strategies, assessments, lessons, and activities for other practitioners
NAEYC - 6c ECE II	Use clear and positive language and gestures with young children

Advanced Competencies / ECE III

TECPDS - 4.2.19	Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective language and communication activities and instruction
NAEYC - 5c ECE III	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 4.2.2O	Enhances the capacity of others through discussion, modeling, and training to engage children in positive interactions and activities that support communication and language development
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 4.2.21	Discusses and provides training in the appropriate use of a variety of language and communication assessment tools (ongoing, informal, formal; curriculum-based) to help other practitioners improve administration of assessments and integration of results into lesson plans and interactions with children
NAEYC - 3a ECE III	Explain why assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children

4.3 Emergent Literacy: Reading and Writing

Beginner Competencies / ECE I

TECPDS - 4.3.1	Engages children in planned and spontaneous read-alouds throughout the day and seeks guidance when implementation does not proceed as planned or adjustment is needed
NAEYC - 5b ECE I	Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn

TECPDS - 4.3.2	Uses a variety of strategies to engage listeners and make reading fun (character voices, props, modulating tone, animation, hand movements)
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 4.3.3	Encourages child participation in read-alouds (pauses to allow children to ask questions or make comments, allows children to join in on repeated parts, sound effects)
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

TECPDS - 4.3.4	Provides opportunities for children to see writing (models writing on paper large enough for children see the writing process, writes down what children say, labels elements in children's work or posters)
NAEYC - 4c ECE I	Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management

TECPDS - 4.3.5	Provides children with a variety of writing opportunities (shared and independent, different mediums such as salt or sand trays, shaving cream, finger paint)
NAEYC - 4b ECE I	Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills

Intermediate Competencies / ECE II

TECPDS - 4.3.6	Implements planned literacy activities and lessons that support the emergence of reading and writing skills with high fidelity (is well prepared, presents concepts as intended, keeps children engaged.) May seek guidance when adjustment requires the knowledge and experience of others
NAEYC - 5c ECE II	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.3.7	Engages children in planned and spontaneous discussions and activities that orient and familiarize children with print in their environment (points to labels, words, or icons used to organize classroom materials; points to words or tracks print while interacting with books; makes class posters, charts, or books together)
NAEYC - 5b ECE II	Describe how to engage young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas

TECPDS - 4.3.8	Embeds developmental guidance into literacy curriculum activities and lessons
NAEYC - 5c ECE II	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 4.3.9	Uses observational and assessment data to adapt activities and provide targeted instruction to small groups and individual children. May seek support, but generally implements assessment-linked plans independently
NAEYC - 3c ECE II	Analyze data from assessment tools to make instructional decisions and set learning goals for all children

TECPDS - 4.3.10
Provides repeated opportunities for children to hear and apply new literacy knowledge

NAEYC - 6c ECE II
Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate

TECPDS - 4.3.11
Consistently applies upward and downward scaffolds to support children's mastery of new literacy skills

NAEYC - 4b ECE II
Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 4.3.12
Uses a variety of ageappropriate techniques consistent with state early learning guidelines to support communication and language development, such as talking about:
- reading from varied genres
- talking about books, the alphabet, and print
- shared and interactive writing
- games that encourage phonological sensitivity, including listening, rhyming, alliteration, and segmenting words and sentences

NAEYC - 5c ECE II
Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 4.3.13
Implements strategies that support dual language learners

NAEYC - 4c ECE II
Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management

TECPDS - 4.3.14
Models strategies, assessments, lessons, and activities that support literacy development for other practitioners

NAEYC - 4c ECE II
Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 4.3.15	Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective literacy activities and instruction
NAEYC - 5c ECE III	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.3.16	Enhances the capacity of others through discussion, modeling, and training to engage children in positive interactions and activities that support the development of early literacy skills
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 4.3.17	Discusses and provides training in the appropriate use of a variety of early literacy assessment tools (ongoing, informal, formal; curriculum-based) to help other practitioners improve administration of assessments and integration of results into lesson plans and interactions with children
NAEYC - 3b ECE III	Explain components of an assessment cycle including making decisions on "who, what, when, where, and why" in conducting systematic observations, selecting the most appropriate assessment method to gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching

4.4 Mathematics

Beginner Competencies / ECE I

TECPDS - 4.4.1	Engages children in planned and spontaneous math activities and lessons and seeks guidance when implementation does not proceed as planned or adjustment is needed
NAEYC - 5b ECE I	Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn

TECPDS - 4.4.1	Engages children in planned and spontaneous math activities and lessons and seeks guidance when implementation does not proceed as planned or adjustment is needed
NAEYC - 5b ECE I	Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn

TECPDS - 4.4.2	Engages children in planned and spontaneous math activities and lessons and seeks guidance when implementation does not proceed as planned or adjustment is needed
NAEYC - 5b ECE I	Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn

TECPDS - 4.4.3	Integrates mathematical language and concepts into everyday routines and experiences (counting orange slices at snack, sorting crayons by color, patterning blocks while building a tower)
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

Intermediate Competencies / ECE II

TECPDS - 4.4.4	Implements planned math activities and lessons that support the emergence of mathematical thinking with high fidelity (is well prepared, presents concepts as intended, keeps children engaged.) May seek guidance when adjustment requires the knowledge and experience of others
NAEYC - 5c ECE II	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.4.5	Engages children in planned and spontaneous discussions that encourage mathematical thinking through comparison and hands on manipulation
NAEYC - 5b ECE II	Describe how to engage young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas

TECPDS - 4.4.6	Embeds developmental guidance into math curriculum activities and lessons
NAEYC - 5c ECE II	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 4.4.7	Uses observational and assessment data to adapt activities and provide targeted math instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently
NAEYC - 3c ECE II	Analyze data from assessment tools to make instructional decisions and set learning goals for all children

TECPDS - 4.4.8	Provides repeated opportunities for children to hear and apply new mathematics knowledge
NAEYC - 4c ECE II	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management

TECPDS - 4.4.9	Consistently applies upward and downward scaffolds to support children's mastery of new mathematics skills
NAEYC - 4b ECE II	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 4.4.10	Uses a variety of ageappropriate techniques consistent with state early learning guidelines to support mathematical thinking: • counting • sorting • patterning • measurement • adding and subtracting · recognizing numbers in print • geometry and spatial sense
NAEYC - 5c ECE II	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 4.4.11	Models strategies, assessments, lessons, and activities that support mathematical development for other practitioners
NAEYC - 4c ECE II	Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 4.4.12	Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective mathematics activities and instruction
NAEYC - 5c ECE III	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.4.13	Enhances the capacity of others through discussion, modeling, and training to engage children in positive interactions and activities that support the development of early mathematics skills
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 4.4.14	Discusses and provides training in the appropriate use of a variety of early mathematics assessment tools (ongoing, informal, formal; curriculum-based) to help other practitioners improve administration of assessments and integration of results into lesson plans and interactions with children
NAEYC - 3b ECE III	Explain components of an assessment cycle including making decisions on "who, what, when, where, and why" in conducting systematic observations, selecting the most appropriate assessment method to gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching

Beginner Competencies / ECE I

TECPDS - 4.5.1	Engages children in planned and spontaneous science activities and lessons and seeks guidance when implementation does not proceed as planned or adjustment is needed
NAEYC - 5b ECE I	Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn

TECPDS - 4.5.2	Uses scientific vocabulary throughout the day (touch, taste, feel, cause and effect, making predictions, collecting, comparing, exploring, reporting findings, use of specific tools like magnifying glass, weather vane, and scale)
NAEYC - 6c ECE I	Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate

TECPDS - 4.5.3	Integrates language and concepts related to science into everyday routines and experiences (describing changes in nature such as observing shadows, ice melting, dew on grass, and mechanical properties like electricity for the classroom lights and music player, safety around heating sources)
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

Intermediate Competencies / ECE II

TECPDS - 4.5.4	Implements planned science activities and lessons that support the emergence of scientific thinking with high fidelity (is well prepared, presents concepts as intended, keeps children engaged. May seek guidance when adjustment requires the knowledge and experience of others
NAEYC - 5c ECE II	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.5.5	Engages children in planned and spontaneous discussions that encourage scientific thinking through exploration, comparison, and hands-on manipulation
NAEYC - 5b ECE II	Describe how to engage young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas

TECPDS - 4.5.6	Embeds developmental guidance into science curriculum activities and lessons
NAEYC - 5c ECE II	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 4.5.7	Uses observational and assessment data to adapt science activities and provide targeted instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently
NAEYC - 3c ECE II	Analyze data from assessment tools to make instructional decisions and set learning goals for all children

TECPDS - 4.5.8	Provides repeated opportunities for children to hear and apply new scientific knowledge
NAEYC - 4c ECE II	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management

TECPDS - 4.5.9	Consistently applies upward and downward scaffolds to support children's mastery of new scientific knowledge
NAEYC - 4b ECE II	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 4.5.10	Uses a variety of ageappropriate techniques consistent with state early learning guidelines to support scientific thinking: • physical science • life science • earth and space • personal safety • health skills
NAEYC - 5c ECE II	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 4.5.11	Models strategies, assessments, lessons, and activities that support scientific skill development for other practitioners
NAEYC - 4c ECE II	Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 4.5.12	Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective science activities and instruction
NAEYC - 5c ECE III	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.5.13	Enhances the capacity of others through discussion, modeling, and training to engage children in positive interactions and activities that support the development of scientific skills
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 4.5.14	Discusses and provides training in the appropriate use of a variety of early science assessment tools (ongoing, informal, formal; curriculum-based) to help other practitioners improve administration of assessments and integration of results into lesson plans and interactions with children
NAEYC - 3b ECE III	Explain components of an assessment cycle including making decisions on "who, what, when, where, and why" in conducting systematic observations, selecting the most appropriate assessment method to gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching

Beginner Competencies / ECE I

TECPDS - 4.6.1	Honors and teaches children about differences in children's heritage, home, and communities by integrating this diversity into the classroom environment, discussions, and activities
NAEYC - 4a ECE I	Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting

TECPDS - 4.6.2	Engages children in readalouds, discussions, and activities that encourage children to think about their roles as members of a family, group, and community
NAEYC - 1b ECE I	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

Intermediate Competencies / ECE II

TECPDS - 4.6.3	Uses a variety of ageappropriate techniques consistent with state early learning guidelines to build social studies skills: • people, past and present • economics • geography • citizenship
NAEYC - 5c ECE II	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 4.6.4	Models strategies, assessments, lessons, and activities that support social studies skills for other practitioners
NAEYC - 4c ECE II	Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 4.6.5	Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective social studies activities and instruction
NAEYC - 5c ECE III	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.6.6	Enhances the capacity of others through discussion, modeling, and training to engage children in positive interactions and activities that support the development of social studies skills
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

4.7 Creativity and Fine Arts

Beginner Competencies / ECE I

TECPDS - 4.7.1	Models and encourages children to express their individual and unique interests creatively through language, music, dramatic play, and art
NAEYC - 4a ECE I	Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting

TECPDS - 4.7.2	Emphasizes the process of creating rather than the end product (supports children's efforts and recognizes their completed work will vary substantially)
NAEYC - 4b ECE I	Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills.

Intermediate Competencies / ECE II

TECPDS - 4.7.3	Engages in discussions and activities that foster imagination and provides opportunities for children to translate their thoughts and feelings into creative projects
NAEYC - 5b ECE II	Describe how to engage young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas

TECPDS - 4.7.4	Uses a variety of ageappropriate techniques consistent with state early learning guidelines to build creative and artistic skills: • art • music • drama
NAEYC - 5c ECE II	Identify early learning standards relevant to the state and/ or early learning setting

TECPDS - 4.7.5	Models strategies, lessons, and activities that support artistic expression for other practitioners
NAEYC - 4c ECE II	Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 4.7.6	Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan quality creative arts experiences
NAEYC - 5c ECE III	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.7.7	Enhances the capacity of others through discussion, modeling, and training to engage children in positive interactions and activities that support creative expression
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

Beginner Competencies / ECE I

TECPDS - 4.8.1

Provides age-appropriate opportunities for children to develop technological skills and to use technology to support skill development in other areas (operates music players, practices using a mouse and keyboard to navigate educational software, explores internet resources on a topic of interest)

NAEYC - 4b ECE I

Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

TECPDS - 4.8.2

Models and discusses how to use technology (software, touch screens, websites) for learning

NAEYC - 4c ECE I

Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management

Intermediate Competencies / ECE II

TECPDS - 4.8.3

Models strategies, lessons, and activities that support technology skill development for other practitioners

NAEYC - 4c ECE II

Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 4.8.4

Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan opportunities for children to engage in technologysupported experiences

NAEYC - 5c ECE III

Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.8.5

Enhances the capacity of others through discussion, modeling, and training to engage children in positive interactions and activities involving technology

NAEYC - 4c ECE III

Guide and supervise implementing effective teaching practices and learning environments

Beginner Competencies / ECE I

TECPDS - 4.9.1	Provides children with a variety of opportunities to engage in various activities that support the development of gross motor skills (freeze tag, red light green light, bean bag toss, equipment for climbing, balls, hoops)
TECPDS - 4.9.2	Provides children with opportunities to engage in a variety of activities that support the development of fine motor skills (age-appropriate finger foods, writing, dress-up dolls, tongs, manipulatives, lacing cards)
NAEYC - 1a ECE I	Identify fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains

TECPDS - 4.9.3	Plays games with children to encourage the development of eye-hand coordination (placing block in a bucket, lacing and beading, using scissors to cut out shapes)
NAEYC - 1a ECE I	Identify critical aspects of brain development including executive function, learning motivation, and life skills

TECPDS - 4.9.4	Participates in physical activities, providing modeling and encouragement for children
NAEYC - 1b ECE I	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades

Intermediate Competencies / ECE II

TECPDS - 4.9.5	Modifies activities and equipment according to the needs of individual children
NAEYC - 1b ECE II	Support young children in ways that respond to their individual developmental, cultural and linguistic variations

TECPDS - 4.9.6	Models strategies, lessons, and activities that support gross and fine motor skill development for other practitioners
NAEYC - 1b ECE II	Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 4.9.7
Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan quality gross and fine motor experiences for children

NAEYC - 5c ECE III
Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

TECPDS - 4.9.8
Enhances the capacity of others through discussion, modeling, and training to engage children in positive interactions and activities that support physical development

NAEYC - 4c ECE III
Guide and supervise implementing effective teaching practices and learning environments

Core Competency Area 5:
Observation and Assessment

These competencies address the core knowledge and skills needed to understand the goals, benefits, and uses of assessment in early childhood environments. Observation and assessment serve multiple purposes in effective early childhood programs, including (a) determining the readiness of children for educational experiences and identifying children that may require more specialized or focused intervention, (b) informing and guiding decisions about instruction and intervention, and (c) gathering data and feedback that is used to evaluate and improve the educational and developmental components of the program. Once the need for assessment has been clearly defined, practitioners must consider the methods and tools (formal and informal, norm referenced, validated) best suited for that purpose, and finally how the information will be analyzed, reported, and used.

5.1 Observation, Assessment, and Documentation

Beginner Competencies / ECE I

TECPDS - 5.1.1	States reasons for conducting assessments (suspected delay, track growth in skills targeted through instruction, determine school readiness)
NAEYC - 3a ECE I	Identify the central purposes of assessment

TECPDS - 5.1.2	Articulates the program's process for recommending assessments and names specific tools used by the program (the program uses Ages and Stages and is collected 3 times per year)
NAEYC - 3b ECE I	Identify common types of assessments that are used in early learning settings

TECPDS - 5.1.3	Demonstrates awareness of the negative effects of bias and judgment in working with children
NAEYC - 3c ECE I	Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data

| TECPDS - 5.1.4 | Maintains confidentiality between the program and a child's family regarding individual observation and assessment results |
| NAEYC - 3c ECE I | Identify legal and ethical issues connected to assessment practices |

| TECPDS - 5.1.5 | Collects samples of children's work and records observations of individual children to track changes in abilities over time |
| NAEYC - 3a ECE I | Understand that observation and documentation are central practices in assessment |

| TECPDS - 5.1.6 | Assists or takes responsibility for reporting informal assessment results |
| NAEYC - 3c ECE I | Support the use of assessmentrelated activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice |

| TECPDS - 5.1.7 | Seeks guidance from others if suspecting a potential delay that may require screening or further assessment |
| NAEYC - 3c ECE I | Identify that assessments must be selected or modified to identify and support children with differing abilities |

| TECPDS - 5.1.8 | Communicates with parents about assessments and observations of a child's strengths, needs, and interests in a sensitive manner |
| NAEYC - 3d ECE I | Partner with families and other professionals to support assessment-related activities |

| TECPDS - 5.1.9 | Provides daily records and written observations on children that can be clearly understood by others |
| NAEYC - 3d ECE I | Partner with families and other professionals to support assessment-related activities |

Intermediate Competencies / ECE II

TECPDS - 5.1.10
Describes the measurable skills and rationales for providing targeted experiences to facilitate early learning and development (0-3 are assessed in developmental skills, older children may also be assessed in content areas such as literacy and math)

NAEYC - 3a ECE II
Describe the theoretical perspectives and core research base regarding the purposes and use of assessment

TECPDS - 5.1.11
Articulates distinctions between formal (screening, progress monitoring, diagnostic) and informal assessments used to track to children over time (children's art, writing, teacher observations, developmental checklists)

NAEYC - 3b ECE II
Describe the structure, strengths, and limitations of a variety of assessment methods and tools (including technology-related tools) used with young children

TECPDS - 5.1.12
States the importance and program protocol for testing children who speak a language other than English (testing in both their home language and English when possible)

NAEYC - 3c ECE II
Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed

TECPDS - 5.1.13
Uses a variety of observation and assessment techniques throughout the day to document children's knowledge and skills across domains, and in structured and unstructured activities

NAEYC - 3c ECE II
Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice

TECPDS - 5.1.14
Integrates insights from families and other professionals into their own assessment of individual children (family states child responds to questions better when working oneon-one, speech pathologist provides list of accepted speech sound substitutions for a particular child)

NAEYC - 3d ECE II
Initiate, nurture and be receptive to requests for partnerships with young children, their families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children

TECPDS - 5.1.15	Tracks progress for individual children informally by collecting relevant work samples over an extended period of time (dated writing samples, self portraits, anecdotal notes regarding daily language use)
NAEYC - 3a ECE II	Describe how assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children

TECPDS - 5.1.16	Uses assessment results to guide instructional planning and make modifications to existing plans across skill domains (form skill level small groups; target particular skills for individuals, groups or all children; re-write activities to provide more support or complexity)
NAEYC - 3c ECE II	Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice

TECPDS - 5.1.17	Clearly communicates the results of assessments to appropriate program staff and parents (reports are accurate, positive, and non-judgmental.) May seek support from other practitioners to determine and communicate next steps for individual children
NAEYC - 3d ECE II	Initiate, nurture and be receptive to requests for partnerships with young children, their families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children

TECPDS - 5.1.18	Models appropriate use of a variety of observations and assessment tools for other practitioners
NAEYC - 3d ECE II	Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs

TECPDS - 5.1.19	Integrates knowledge of developmental theory and outcomes supported by state early learning guidelines to develop and select appropriate assessments for individuals and groups of children
NAEYC - 3a ECE II	Describe the theoretical perspectives and core research base regarding the purposes and use of assessment

Advanced Competencies / ECE III

TECPDS - 5.1.2O
Develops and modifies program protocols and assessment guidelines and provides training in observation and assessment protocol to other practitioners and staff

NAEYC - 3b ECE III
Explain components of an assessment cycle including making decisions on "who, what, when, where, and why" in conducting systematic observations, selecting the most appropriate assessment method to gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching

TECPDS - 5.1.21
Enhances the capacity of others through discussion, modeling, and training in the use of a variety of observation and assessment tools/ methods

NAEYC - 4c ECE III
Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 5.1.22
Integrates multiple sources of assessment information to develop plans that meet the specific needs of individual children, and provides written recommendations to be shared with other staff and families

NAEYC - 3a ECE III
Explain why assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children

TECPDS - 5.1.23
States ethical principles that guide assessment practices (objectivity, standardization, non-biased judgments, confidentiality, fidelity)

NAEYC - 3c ECE III
Communicate and advocate for the ethical and equitable use of assessment data for multiple audiences including families, early learning setting leadership, allied professionals and policymakers

Beginner Competencies / ECE I

TECPDS - 5.2.1 — Articulates that children with disabilities are required by law to have an Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) developed based on observation and assessment

NAEYC - 3c ECE I — Identify that assessments must be selected or modified to identify and support children with differing abilities

TECPDS - 5.2.2 — Implements according to a child's IEP or an IFSP and seeks guidance when support is needed to modify the environment, activities or support strategies to meet a child's special needs

NAEYC - 3d ECE I — Support young children as part of IFSP and IEP teams

Intermediate Competencies / ECE II

TECPDS - 5.2.3 — Participates in teams that develop IEPs or IFSPs for children with disabilities or special needs

TECPDS - 5.2.4 — Models for other practitioners appropriate implementation of modifications outlined in IEPs or IFSPs

NAEYC - 3d ECE II — Work with colleagues to conduct assessments as part of IFSP and IEP teams

Advanced Competencies / ECE III

TECPDS - 5.2.5 — Takes a leadership role in teams developing IEPs or IFSPs for children with disabilities or special needs

NAEYC - 3d ECE III — Work with colleagues to conduct assessments as part of IFSP and IEP teams

Beginner Competencies / ECE I

TECPDS - 5.3.1	Contributes to the program's evaluation model and progress monitoring efforts by supporting data collection efforts/requests (accommodating classroom observers, collecting surveys from families, responding to self-assessments)
NAEYC - 3b ECE I	Identify the components of an assessment cycle including the basics of conducting systematic observations

TECPDS - 5.3.2	Supports program evaluation and improvement efforts by participating in recommended professional development opportunities
NAEYC - 3c ECE I	Support the use of assessmentrelated activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice

Intermediate Competencies / ECE II

TECPDS - 5.3.3	Collects assessment information about the classroom, families, and practice to be used to identify strengths and weaknesses in the program
TECPDS - 5.3.4	Integrates assessment findings related to the classroom environment and one's teaching behaviors into professional practice (modifies activities to strengthen particular aspects of instruction, seeks out new learning opportunities when findings show lack of understanding/knowledge)
NAEYC - 3c ECE II	Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice

Advanced Competencies / ECE III

TECPDS - 5.3.5	Takes a leadership role in efforts to evaluate and improve the program (development of evaluation plan, supporting others in the collection and interpretation of data)
TECPDS - 5.3.6	Analyzes and interprets evaluative/progress monitoring data and makes recommendations for needed professional development or changes to the facility/ environment
NAEYC - 3c ECE III	Communicate and advocate for the ethical and equitable use of assessment data for multiple audiences including families, early learning setting leadership, allied professionals and policymakers

Core Competency Area 6:
Diversity and Dual Language

These competencies address the core knowledge and skills needed to create a culturally inclusive atmosphere that provides cultural continuity with the child's home culture and creates an atmosphere that is free of biases, where all children and their home cultures are respected and valued. Diversity and equity are critical values in our society and have meaningful impacts on the social and emotional health of young children. These competencies ensure that practitioners respect the value of all cultures and take active steps to honor each child in their care.

6.1 Cultural Diversity and Equity

Beginner Competencies / ECE I

TECPDS - 6.1.1	Articulates the importance of a family's culture as an influence on a child's development (creative expression, response style)
NAEYC - 2b ECE I	Recognize families as the first and most influential "teachers" in their children's learning and development

TECPDS - 6.1.2	Nurtures and interacts with children as individuals
NAEYC - 1b ECE I	Identify how each child develops as an individual

TECPDS - 6.1.3	Engages children in positive discussions, read-alouds, and play activities focused on cultural differences
NAEYC - 1c ECE I	Identify family, social, cultural and community influences on children's learning and development

TECPDS - 6.1.4	Is supportive of children who make non-stereotypical play choices (boys choosing dresses in dramatic play, preferring academic tasks to imaginative play)
NAEYC - 1a ECE I	Know the importance of social interaction, relationships and play

Intermediate Competencies / ECE II

TECPDS - 6.1.5

Articulates the influence of culture on interactions with families (meaning of eye contact and non-verbal communication, accepted roles and boundaries for caretakers and educators) and how to engage in effective and positive conversations with all families

NAEYC - 2b ECE II

Take primary responsibility for initiating and sustaining respectful relationships with families and caregivers

TECPDS - 6.1.6

Embraces cultural differences and works closely with families to help children transition to the early childhood setting

NAEYC - 2c ECE II

Support young children and families during transitions between classrooms and/or other early learning settings to help ensure a continuum of quality early care and education

TECPDS - 6.1.7

Plans activities with families that support each child's culture and uses these activities in class to increase children's awareness and understanding of differences and similarities across families

NAEYC - 2b ECE II

Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

TECPDS - 6.1.8

Reflects on own biases and gaps in knowledge regarding cultural influences on children in their classroom and seeks resources and support from other staff to fill in gaps and adjust practices

NAEYC - 6a ECE II

Describe the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues

TECPDS - 6.1.9

Integrates, labels, and discusses materials (music recordings, books, pretend food, dolls, toys) that represent the unique cultures of children in the classroom

NAEYC - 2b ECE II

Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

Advanced Competencies / ECE III

TECPDS - 6.1.10

Encourages participation from families and staff to ensure a variety of cultural perspectives are represented in program curriculum, activities, and plans

NAEYC - 2b ECE III

Use a broad repertoire of strategies for building reciprocal relationships, with a particular focus on cultural responsiveness, to learn with and from family members

TECPDS - 6.1.11

Ensures classrooms have materials (music, books, toys, posters, graphics) that are sensitive to and represent the cultural diversity of the program

NAEYC - 2b ECE III

Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

TECPDS - 6.1.12

Enhances the capacity of others through discussion, modeling, and training in culturally and linguistically sensitive interactions (raising awareness of nonstereotypical play choices, response styles)

NAEYC - 1c ECE III

Describe how children's learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics

TECPDS - 6.1.13

Develops and provides information and resources to families and staff regarding cultural differences, influences on development, and culturally sensitive classroom practices

NAEYC - 2c ECE III

Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, housing and economic assistance

Beginner Competencies / ECE I

TECPDS - 6.2.1	Articulates the language model of the program, when applicable (states activities and times of day designated for instruction in English or other language)
NAEYC - 4c ECE I	Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management

Intermediate Competencies / ECE II

TECPDS - 6.2.2	Provides explanation and instruction of basic words for those English Language Learning (ELL) children in the classroom that may not be ready for more sophisticated vocabulary
TECPDS - 6.2.3	Uses visual representations (props, manipulatives, pictures) to support ELL children's understanding of classroom activities and instruction
NAEYC - 4c ECE II	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management

TECPDS - 6.2.4	Discusses differences in instruction between languages spoken in the classroom (differences in Spanish and English punctuation, syllabic versus phonemic languages, grammar)
NAEYC - 5b ECE II	Describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions

TECPDS - 6.2.5	Modifies activities according to the needs of Dual Language Learning (DLL) and ELL children, while adhering to the instructional model of the program
NAEYC - 1b ECE II	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 6.2.6	Models strategies, lessons, and activities that support DLL/ELL children for other practitioners
NAEYC - 4c ECE II	Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 6.2.7	Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan quality experiences for DLL/ ELL children
NAEYC - 1b ECE III	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 6.2.8	Enhances the capacity of others through discussion, modeling, and training of effective techniques that engage DLL/ELL children in positive interactions and activities that support their development across domains
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

Core Competency Area 7:
Families and Community Relationships

These competencies address the core knowledge and skills needed to work with children with diverse family structures and influences and be able to positively support and communicate with individual children and families. Children grow and develop in concert with and in response to the family systems in which they are raised. Practitioners must have skills related to this critical influence on child development and well-being. Establishing and maintaining healthy working relationships with the families is an important piece of this section.

7.1 Respect for Families

Beginner Competencies / ECE I

TECPDS - 7.1.1	Articulates that families are the primary source of influence on children's development and learning (children's engagement and learning in school are affected by stress at home, family roles, parenting styles)
NAEYC - 2b ECE I	Recognize families as the first and most influential "teachers" in their children's learning and development

TECPDS - 7.1.2	Maintains confidentiality when discussing children and their families both inside and outside of school
NAEYC - 6b ECE I	Practice confidentiality, sensitivity and respect for young children, their families, and colleagues

TECPDS - 7.1.3	Shares information with parents about their children's accomplishments, skill development and interests in the classroom
NAEYC - 2b ECE I	Identify the importance of having respectful, reciprocal relationships with families

TECPDS - 7.1.4	Solicits information and observations from parents about their children's strengths and interests
NAEYC - 3d ECE I	Partner with families and other professionals to support assessment-related activities

Intermediate Competencies / ECE II

TECPDS - 7.1.5
Adheres to, and integrates when possible, the expectations, values, and wishes of families in a nonjudgmental way

NAEYC - 1d ECE II
Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children

TECPDS - 7.1.6
Invites family participation in the classroom and in activities that support their children's education (share customs, culture, talents, special skills with class)

NAEYC - 2b ECE II
Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

TECPDS - 7.1.7
Builds awareness and acceptance of differences across families and the community by integrating pictures and materials that reflect these differences in classroom plans and the environment

NAEYC - 2b ECE II
Use a broad repertoire of strategies for building relationships to learn with and from family members

Advanced Competencies / ECE III

TECPDS - 7.1.8
Encourages parent involvement and participation in program decision-making

NAEYC - 2b ECE III
Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

Beginner Competencies / ECE I

TECPDS - 7.2.1
Engages children in discussions, activities, and lessons that allow children to share their family experiences, routines, and traditions with others

NAEYC - 1d ECE I
Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 7.2.2
Communicates respectfully and sensitively with children and their families

NAEYC - 6c ECE I
Use clear and positive language and gestures with young children; Use a positive, professional tone to communicate with families and colleagues

TECPDS - 7.2.3
Helps children and their families with the transition from home to school

NAEYC - 2b ECE I
Identify the importance of having respectful, reciprocal relationships with families

Intermediate Competencies / ECE II

TECPDS - 7.2.4
Plans activities that encourage children to discuss and share their family experiences, routines, and traditions with others

NAEYC - 1c ECE II
Describe the theoretical perspectives and core research base that shows that family and societal contexts influence young children's development and learning

TECPDS - 7.2.5
Collaborates with families when circumstances at home are influencing behaviors at school

NAEYC - 2c ECE II
Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance

Advanced Competencies / ECE III

TECPDS - 7.2.6
Models, trains, and supports other practitioners to interact sensitively with children experiencing stress at home

NAEYC - 4c ECE III
Guide and supervise implementing effective teaching practices and learning environments

7.3 Encouraging Parent Involvement

Beginner Competencies / ECE I

TECPDS - 7.3.1
Welcomes parents and families into the classroom

NAEYC - 2b ECE I
Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account

TECPDS - 7.3.2
Ensures parents are aware of upcoming events and opportunities to participate in their children's day

NAEYC - 2b ECE I
Identify the importance of having respectful, reciprocal relationships with families

Intermediate Competencies / ECE II

TECPDS - 7.3.3
Encourages parent feedback and uses these insights to modify plans and practice

NAEYC - 2b ECE II
Use a broad repertoire of strategies for building relationships to learn with and from family members

TECPDS - 7.3.4
Plans opportunities for parent involvement in the classroom and communicates specific requests and suggestions in order to engage parents

TECPDS - 7.3.5
Allows parents flexibility to participate in a variety of classroom activities in accordance with their own schedules

NAEYC - 2b ECE II
Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

Advanced Competencies / ECE III

TECPDS - 7.3.6	Uses knowledge about families to make programmatic changes
NAEYC - 2b ECE III	Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs

TECPDS - 7.3.7	Participates in planning opportunities for families to participate in school events and classroom activities
NAEYC - 2b ECE III	Contribute to setting-wide efforts to initiate and sustain respectful, reciprocal relationships with families and caregivers

7.4 Positive Communication

Beginner Competencies / ECE I

TECPDS - 7.4.1	Communicates clearly with parents about their children's daily needs and activities
NAEYC - 2b ECE I	Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account

TECPDS - 7.4.2	Effectively applies program conflict resolution policies and seeks guidance as needed
NAEYC - 2b ECE I	Identify the importance of having respectful, reciprocal relationships with families

Intermediate Competencies / ECE II

TECPDS - 7.4.3	Plans and conducts family conferences with a fair and supportive attitude (reports are accurate, positive, and nonjudgmental)
NAEYC - 2b ECE II	Take primary responsibility for initiating and sustaining respectful relationships with families and caregivers

TECPDS - 7.4.4	Maintains open communication with parents regarding daily schedules, educational materials in use, and planned activities (uses a communication board or center to display current copies of lesson plans, schedules; sends home weekly highlights, upcoming events)
NAEYC - 2b ECE II	Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible

Advanced Competencies / ECE III

TECPDS - 7.4.5	Provides families with information about child development, including developmental stages, milestones within domains, and influences on children's growth, development, and learning
NAEYC - 2b ECE III	Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, housing and economic assistance

TECPDS - 7.4.6	Models and supports other practitioners in communicating positively with families
NAEYC - 6c ECE III	Use a positive, professional tone to communicate with families and colleagues

TECPDS - 7.4.7	Develops and modifies written communications to families to ensure readability and that the appropriate tone and content are conveyed
NAEYC - 2b ECE III	Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible

TECPDS - 7.4.8	Helps other practitioners and families resolve conflicts and enact policies to prevent or mitigate similar problems in the future
NAEYC - 2b ECE III	Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and cultures and the setting's practices and policies related to health, safety and developmentally appropriate practices

Beginner Competencies / ECE I

TECPDS - 7.5.1
Locates on-site flyers, brochures, and resources that help link families with community supports

NAEYC - 2c ECE I
Identify types of community resources that can support young children's learning and development and to support families

Intermediate Competencies / ECE II

TECPDS - 7.5.2
Identifies and provides appropriate resources to share with families when the need for community support is suspected

NAEYC - 2c ECE II
Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance

TECPDS - 7.5.3
Utilizes available technology and sources to provide parents with communications and resources in their primary language

NAEYC - 2b ECE II
Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible

Advanced Competencies / ECE III

TECPDS - 7.5.4
Supports other staff and families in identifying appropriate community resources to meet the needs of individual children

TECPDS - 7.5.5
Builds program resource libraries for connecting families with community resources and special services

NAEYC - 2c ECE III
Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, housing and economic assistance

Beginner Competencies / ECE I

TECPDS - 7.6.1	Demonstrates respect and a helpful attitude when working with community volunteers and representatives
NAEYC - 6d ECE I	Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children

Intermediate Competencies / ECE II

TECPDS - 7.6.2	Participates in planning activities and directing volunteers and community representatives working in the school
NAEYC - 6d ECE II	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

TECPDS - 7.6.3	Participates as needed in collaborations with other service providers working with the families and children in their classroom
NAEYC - 6d ECE II	Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team

TECPDS - 7.6.4	Participates in appropriate community activities that support the school and families of children in their classroom
NAEYC - 6d ECE II	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

Advanced Competencies / ECE III

TECPDS - 7.6.5	Advocates on behalf of families for services and resources not currently available in the community
TECPDS - 7.6.6	Helps families partner with other programs and services in the community
NAEYC - 2c ECE III	Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, housing and economic assistance

TECPDS - 7.6.7	Assumes a leadership role in collaborating and sharing information about effective early childhood practice with other service providers and community organizations
NAEYC - 2c ECE III	Collaborate with early learning settings in the community to support and advocate for a continuum of quality early care and education that ensures successful transitions

TECPDS - 7.6.8	Participates in community outreach activities to increase awareness of unmet needs in the community
NAEYC - 6a ECE III	Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national or global levels

Core Competency Area 8:
Health, Safety, and Nutrition

These competencies address the core knowledge and skills needed to be able to ensure children's safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. This includes knowledge of a broad array of prevention, preparedness, and implementation of health and safety practices.

	8.1 Knowledge of Regulations

Beginner Competencies / ECE I

TECPDS - 8.1.1	Articulates understanding of laws, regulations, and procedures regarding health and safety, including: • guidelines for administration of medication • CPR and first aid training • fire and disaster drills • reporting abuse and neglect • controlling the spread of communicable disease
TECPDS - 8.1.2	Explains state statutes and procedures for reporting child abuse and neglect
TECPDS - 8.1.3	Articulates the signs and symptoms of child abuse and neglect
TECPDS - 8.1.4	Ensures children are only released to persons authorized by parents/guardians
NAEYC - 6b ECE I	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

TECPDS - 8.1.5	Maintains confidentiality of child and family health, nutrition, and abuse and neglect information
NAEYC - 6b ECE I	Practice confidentiality, sensitivity and respect for young children, their families, and colleagues

Intermediate Competencies / ECE II

TECPDS - 8.1.6	Articulates the rationales for laws and regulations related to child health, safety, and nutrition
NAEYC - 6b ECE II	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

Advanced Competencies / ECE III

TECPDS - 8.1.7	States the most current information and laws regarding children and families
TECPDS - 8.1.8	Trains on emergency preparedness procedures in collaboration with other community service providers
NAEYC - 6b ECE III	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

Beginner Competencies / ECE I

TECPDS - 8.2.1	Describes symptoms of common childhood illnesses and related reporting requirements and procedures
TECPDS - 8.2.2	Describes common causes of abuse and signs of potentially abusive adults
TECPDS - 8.2.3	Follows policies and procedures regarding sanitation (during diapering, toileting, cleaning toys, washing dishes and surfaces)
TECPDS - 8.2.4	Seeks support immediately when abuse or neglect is suspected
TECPDS - 8.2.5	Follows procedures outlined by medical practitioners and parents regarding children's specific medical conditions
TECPDS - 8.2.6	Practices standard precautions regarding handling of bodily fluids and blood
NAEYC - 6b ECE I	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

Intermediate Competencies / ECE II

TECPDS - 8.2.7	Relates in a professional and sensitive manner to both children and adults in suspected abuse situations
NAEYC - 6c ECE II	Use a positive, professional tone to communicate with families and colleagues

TECPDS - 8.2.8	Responds appropriately and sensitively to children's illnesses
NAEYC - 1b ECE II	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades

TECPDS - 8.2.9	Provides health-related information to families (community services, emergency facilities, fact sheets for specific diagnoses and treatment)
NAEYC - 2c ECE II	Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance

TECPDS - 8.2.1O	Shows respect for culturally influenced health practices
NAEYC - 2b ECE II	Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and cultures and the setting's practices and policies related to health, safety and developmentally appropriate practices

TECPDS - 8.2.11	Administers medicine and approved medical treatments according to guidelines
NAEYC - 6b ECE II	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

Advanced Competencies / ECE III

TECPDS - 8.2.12	Works with families and supports other practitioners when a need for health referrals is identified
NAEYC - ECE III	Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, housing and economic assistance

TECPDS - 8.2.13	Integrates knowledge of regulatory requirements, program policies, and developmental theory to plan activities and lessons that support healthy bodies, lifestyles, and environments
NAEYC - 1d ECE III	Use available research evidence, professional judgments and families' knowledge and preferences – identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 8.2.14	Enhances the capacity of others through discussion, modeling, and training to identify, minimize, respond, and report health concerns appropriately
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 8.2.15	Discusses with other practitioners the impact of stress on children's physical and emotional health and appropriate approaches caregivers can utilize to support children experiencing stress
NAEYC - 2c ECE III	Support young children and families experiencing sudden, severe incidents (e.g. divorce, death, immigration concerns)

TECPDS - 8.2.16	Discusses with other practitioners ways in which approaches to health vary across cultures
NAEYC - 1b ECE III	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

Beginner Competencies / ECE I

TECPDS - 8.3.1	Describes essential components of safe and hygienic indoor and outdoor physical environments
TECPDS - 8.3.2	Actively supervises children indoors and outdoors (classroom, playground, field trips, transportation)
TECPDS - 8.3.3	Monitors the safety of materials in the classroom and outside (removes broken, sharp objects, entanglements) and reports hazards they are unable to remedy on their own
TECPDS - 8.3.4	Encourages children to follow safety rules (walking feet inside, playground safety.)
TECPDS - 8.3.5	Safely stores and utilizes hazardous chemicals, medication, emergency materials, etc
TECPDS - 8.3.6	Maintains a clutter-free space for children to play and learn
NAEYC - 6b ECE I	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

Intermediate Competencies / ECE II

TECPDS - 8.3.7	Responds appropriately to bullying and fosters the development of social skills to prevent children from developing bullying behavior
NAEYC - 1d ECE II	Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children

TECPDS - 8.3.8	Models and teaches simple safety precautions and rules to children
NAEYC - 6b ECE II	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

TECPDS - 8.3.9	Models safety procedures for other practitioners
NAEYC - 4c ECE II	Guide and supervise implementing effective teaching practices and learning environments

Advanced Competencies / ECE III

TECPDS - 8.3.10	Integrates knowledge of regulatory requirements, program policies, and developmental theory to plan for environments and materials that reduce the risk of physical harm and develop emergency plans that facilitate swift response in emergencies
NAEYC - 1d ECE III	Use available research evidence, professional judgments and families' knowledge and preferences – identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 8.3.11	Enhances the capacity of others through discussion, modeling, and training to identify, respond, and report health concerns appropriately
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 8.3.12	Provides routine monitoring of indoor and outdoor safety of the facility, integrating updated protocols, and data from safety reports. Seeks support from outside consultants or providers as needed
NAEYC - 6b ECE III	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

TECPDS - 8.3.13	Assists other practitioners in making changes to the environment that increase safety
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 8.3.14	Demonstrates the use of safety equipment and protocols (fire extinguishers, lock down procedures)
TECPDS - 8.3.15	Develops written program safety protocols
NAEYC - 6b ECE III	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

8.4 Nutrition

Beginner Competencies / ECE I

TECPDS - 8.4.1	Articulates current policies and procedures related to food and nutrition
NAEYC - 6b ECE I	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

TECPDS - 8.4.2	Articulates that denying or requiring children to eat food is not an appropriate form of punishment
NAEYC - 6b ECE I	Practice confidentiality, sensitivity and respect for young children, their families, and colleagues

TECPDS - 8.4.3	Describes the nutritional needs of children, including special cultural requirements
NAEYC - 1d ECE I	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 8.4.4	Maintains a sanitary eating environment
TECPDS - 8.4.5	Practices safe food handling and hand washing procedures
NAEYC - 6b ECE I	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

TECPDS - 8.4.6	Models and encourages the development of self-help skills during mealtime
NAEYC - 6e ECE I	Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues

TECPDS - 8.4.7	Prevents and remedies health hazards in meals (choking, allergies) based on the developmental level of children in their care
TECPDS - 8.4.8	Monitors children's eating and encourages positive habits (eating healthy foods, drinking plenty of water)
TECPDS - 8.4.9	Ensures children with food allergies are not served restricted foods
NAEYC - 6b ECE I	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

Intermediate Competencies / ECE II

TECPDS - 8.4.1O	Develops menus that meet the nutritional needs of children (follows USDA Child and Adult Care Food Program) giving special attention to specific dietary and cultural needs of individual children
TECPDS - 8.4.11	Plans opportunities for children to experience foods with different taste, texture, and cultural significance
TECPDS - 8.4.12	Plans age-appropriate food preparation and cooking activities for children
NAEYC - 1d ECE II	Use available research evidence, professional judgments and families' knowledge and preferences – for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 8.4.13	Engages children in activities and discussions that teach children about good nutrition
NAEYC - 6e ECE II	Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues

TECPDS - 8.4.14	Communicates with families about their children's eating patterns, food preferences, and concerns
NAEYC - 2b ECE II	Use a broad repertoire of strategies for building relationships to learn with and from family members

TECPDS - 8.4.15	Demonstrates sensitivity to variation in cultural requirements and family food preferences
NAEYC - 2b ECE II	Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and cultures and the setting's practices and policies related to health, safety and developmentally appropriate practices

Advanced Competencies / ECE III

TECPDS - 8.4.16	Integrates knowledge of regulatory requirements, program policies, and developmental theory to plan activities and lessons that support good nutrition and eating habits
NAEYC - 1d ECE III	Use available research evidence, professional judgments and families' knowledge and preferences – identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

TECPDS - 8.4.17	Enhances the capacity of others through discussion, modeling, and training in engaging children in conversations and activities that increase their understanding of nutrition and its relation to good health
NAEYC - 4c ECE III	Guide and supervise implementing effective teaching practices and learning environments

TECPDS - 8.4.18	Provides resources to families about food and nutrition and explains how these concepts are discussed and presented in curriculum
NAEYC - 2b ECE III	Contribute to setting-wide efforts to initiate and sustain respectful, reciprocal relationships with families and caregivers

TECPDS - 8.4.19	Integrates observations and information about the eating patterns of individual children into menu and mealtime planning
NAEYC - 1b ECE III	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

TECPDS - 8.4.20	Supports other practitioners when needed to identify feeding and nutritional deficiencies in individual children, and assists them in speaking with families and making appropriate referrals
NAEYC - 4b ECE III	Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children

Core Competency Area 9:
Professionalism and Ethics

Early childhood practitioners serve a valuable and complex role in society. They must balance the demands of effective professional practice and decisionmaking, knowledge of regulations, and appropriate interactions with children, families, colleagues, and the broader community. These competencies address the core knowledge and skills needed to understand and use ethical guidelines and other professional standards related to practice.

9.1 Ethical Standards and Professional Guidelines

Beginner Competencies / ECE I

TECPDS - 9.1.1	Maintains a professional appearance
NAEYC - 6a ECE I	Identify as a committed professional in the early childhood education field

TECPDS - 9.1.2	Uses language appropriate for the workplace and children
NAEYC - 6c ECE I	Use clear and positive language and gestures with young children; Use a positive, professional tone to communicate with families and colleagues

TECPDS - 9.1.3	Demonstrates good work habits (attendance, punctuality, shows respect for colleagues)
NAEYC - 6d ECE I	Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children

TECPDS - 9.1.4	Balances personal and professional commitments and seeks support from others when needed
NAEYC - 6e ECE I	Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues

TECPDS - 9.1.5
Maintains confidentiality and fairness between families and program

NAEYC - 6b ECE I
Practice confidentiality, sensitivity and respect for young children, their families, and colleagues

TECPDS - 9.1.6
Adheres to professional ethics in the workplace over personal values, and seeks guidance when ethical issues arise

NAEYC - 6b ECE I
Identify the core tenets of the NAEYC Code of Ethical Conduct and abide by its ideals and principles

TECPDS - 9.1.7
Meets minimal regulatory requirements for professional development hours

NAEYC - 6b ECE I
Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children

TECPDS - 9.1.8
Follows applicable regulations and laws pertaining to the early childhood profession

NAEYC - 6b ECE I
Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities

Intermediate Competencies / ECE II

TECPDS - 9.1.9	Provides a strong ethical example for other practitioners
NAEYC - 6e ECE II	Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues

TECPDS - 9.1.1O	Recognizes and reports ethical dilemmas to ensure inappropriate behaviors are addressed
NAEYC - 6b ECE II	Use the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas

TECPDS - 9.1.11	Provides clear written communications
NAEYC - 6b ECE II	Reflect upon and integrate into practice professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/ designation in the profession

TECPDS - 9.1.12	Identifies effects of stress on interactions with children and staff and develops strategies to remedy and maintain performance
NAEYC - 6c ECE II	Conduct sensitive, challenging conversations with young children, their families, and colleagues

Advanced Competencies / ECE III

TECPDS - 9.1.13	Guides others in developing and maintaining professionalism and ethical behavior
NAEYC - 6a ECE III	Take responsibility for increasing the stature of the early childhood field

TECPDS - 9.1.14	Provides guidance and a course of action when unethical behavior and concerns are identified
TECPDS - 9.1.15	Integrates ethical code into practice, written policies, and instruction
NAEYC - 6b ECE III	Facilitate the use of the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas

9.2 Reflective Practices and Professional Growth

Beginner Competencies / ECE I

TECPDS - 9.2.1	Welcomes input and feedback about one's own strengths and weaknesses from other professionals and integrates feedback to the best of their ability
TECPDS - 9.2.2	Engages in reflective conversations regarding activities and lessons (identifying what worked and where improvement is needed)
NAEYC - 6d ECE I	Participate in and act on guidance and reflective supervision related to strengths and areas for growth

Intermediate Competencies / ECE II

TECPDS - 9.2.3	Reflects on children's responses to instruction and interaction, and adjusts practices to improve children's experiences
NAEYC - 6b ECE II	Reflect upon and integrate into practice professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/ designation in the profession

TECPDS - 9.2.4	Develops personal plans for growth based on reflections of current practice
NAEYC - 6d ECE II	Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team

TECPDS - 9.2.5	Formalizes an action plan for personal growth (matches reflections on practice to workshop interests, courses, and literature; seeks mentoring and guidance from more advanced professionals)
NAEYC - 6b ECE II	Reflect upon and integrate into practice professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/ designation in the profession

TECPDS - 9.2.6	Participates in program evaluation efforts and in developing action plans for program improvement
NAEYC - 6d ECE II	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

TECPDS - 9.2.7	Thinks critically about how one's own belief systems affect practice
NAEYC - 6e ECE II	Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry

Advanced Competencies / ECE III

TECPDS - 9.2.8	Thinks critically about one's own work in light of current research and theories of learning and development, and adjusts practices to ensure children's experiences are meaningful
NAEYC - 6e ECE III	Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry

TECPDS - 9.2.9	Uses a variety of strategies to guide others toward becoming more reflective practitioners (reflective questioning, evaluating selfassessments, reviewing video of interactions, recording daily reflections)
NAEYC - 6d ECE III	Lead collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

TECPDS - 9.2.10	Encourages the expression of multiple perspectives and recognizes that as a field what we know to be effective evolves as new research and practice change our understanding about how children learn and develop
NAEYC - 6a ECE III	Analyze and synthesize the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues

9.3 Professional Development Outlook

Beginner Competencies / ECE I

TECPDS - 9.3.1	Identifies state and local professional associations by name
NAEYC - 6a ECE I	Identify as a committed professional in the early childhood education field

TECPDS - 9.3.2	Participates in the local early childhood professional development system and/or workforce registry
NAEYC - 6a ECE I	Be a member of a professional early childhood education organization (at the local, state, or national level)

TECPDS - 9.3.3	Participates in staff discussions about current early childhood practice
NAEYC - 6a ECE I	Identify basic professional and policy issues in the profession, such as compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues

TECPDS - 9.3.4	Values mentoring opportunities and ongoing support from other practitioners
NAEYC - 6d ECE I	Participate in and act on guidance and reflective supervision related to strengths and areas for growth

Intermediate Competencies / ECE II

TECPDS - 9.3.5	Works toward degrees and credentials, and takes advantage of resources available through participation in professional organizations as well as state and national education assistance opportunities
NAEYC - 6d ECE II	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

TECPDS - 9.3.6	Researches current trends in evidence-based practices in early childhood
NAEYC - 6a ECE II	Describe the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues

TECPDS - 9.3.7	Actively participates in staff development opportunities (shares ideas, listens with an open mind, plans opportunities to put new knowledge into practice)
TECPDS - 9.3.8	Shares experiences and knowledge with other practitioners
NAEYC - 6d ECE II	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

Advanced Competencies / ECE III

TECPDS - 9.3.9	Presents at state and local early childhood conferences and meetings
NAEYC - 6d ECE III	Lead collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

TECPDS - 9.3.10	Supports the growth and development of other practitioners (encourages others to pursue their education, recommends training opportunities)
TECPDS - 9.3.11	Shares knowledge and provides mentoring and guidance to other practitioners
NAEYC - 6d ECE III	Lead teaching teams in birth through age 8 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting

9.4 Collaborative Partnerships

Beginner Competencies / ECE I

TECPDS - 9.4.1	Discusses the importance of collaboration in early care and education settings
NAEYC - 6d ECE I	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

TECPDS - 9.4.2	Names various services in the community providing support to children and families
NAEYC - 2c ECE I	Identify types of community resources that can support young children's learning and development and to support families

TECPDS - 9.4.3	Cooperates with agencies and professionals providing programs and services for children and families in early childhood settings
NAEYC - 2c ECE I	Partner with colleagues to help assist families in finding needed community resources

Intermediate Competencies / ECE II

TECPDS - 9.4.4	Communicates the value of collaborative relationships to others
NAEYC - 6d ECE II	Identify the theoretical perspectives and research base related to continuous and collaborative learning and leadership

TECPDS - 9.4.5	Collaborates with a variety of agencies and organizations in the community that provide services and support to children and families
NAEYC - 2c ECE II	Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance

TECPDS - 9.4.6	Participates on collaborative teams with families, community service providers, and colleagues
NAEYC - 6d ECE II	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

Advanced Competencies / ECE III

TECPDS - 9.4.7	Supports children by providing additional services, resources, and referrals when families are unwilling or unable to advocate for their children's well-being
NAEYC - 2c ECE III	Support young children and families experiencing sudden, severe incidents (e.g. divorce, death, immigration concerns)

TECPDS - 9.4.8	Identifies and discusses unmet service needs in the community
NAEYC - 6a ECE III	Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national or global levels

Beginner Competencies / ECE I

TECPDS - 9.5.1	Articulates the importance of children's experiences in early childhood programs
NAEYC - 1c ECE I	Know that quality early childhood education influences children's lives

TECPDS - 9.5.2	Articulates ways in which the care of young children differs from the care of older children
NAEYC - 1a ECE I	Identify fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains

Intermediate Competencies / ECE II

TECPDS - 9.5.3	Articulates understanding that local, state, and national governing bodies enact public policies that affect the care and education of children (discusses laws or statutes that limit or provide services, discusses current policy proposals)
NAEYC - 6a ECE II	Describe the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues

TECPDS - 9.5.4	Researches advocacy issues
NAEYC - 6a ECE II	Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national levels

Advanced Competencies / ECE III

TECPDS - 9.5.5	Advocates for recognition of early care and education as a profession, including the economic impact (effects on present labor market and tax revenues, as well as future benefits associated with quality early childhood experiences, including improved economic stability and quality of life)
NAEYC - 6a ECE III	Analyze and synthesize the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues

TECPDS - 9.5.6	Uses understanding of the policy process to advocate for and promote legislation that improves services for young children and families (participates in outreach campaigns, contacts and informs decision-makers about how policies will affect children)
NAEYC - 6a ECE III	Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national or global levels