# Wisconsin Core Competencies

For Professionals Working with Young Children & Their Families

-2014-

Wisconsin Early Childhood Collaborating Partners
www.collaboratingpartners.com
Working Together to Transform Early Childhood Services

Wisconsin Early Childhood Cross Sector
Professional Development Initiative (PDI)
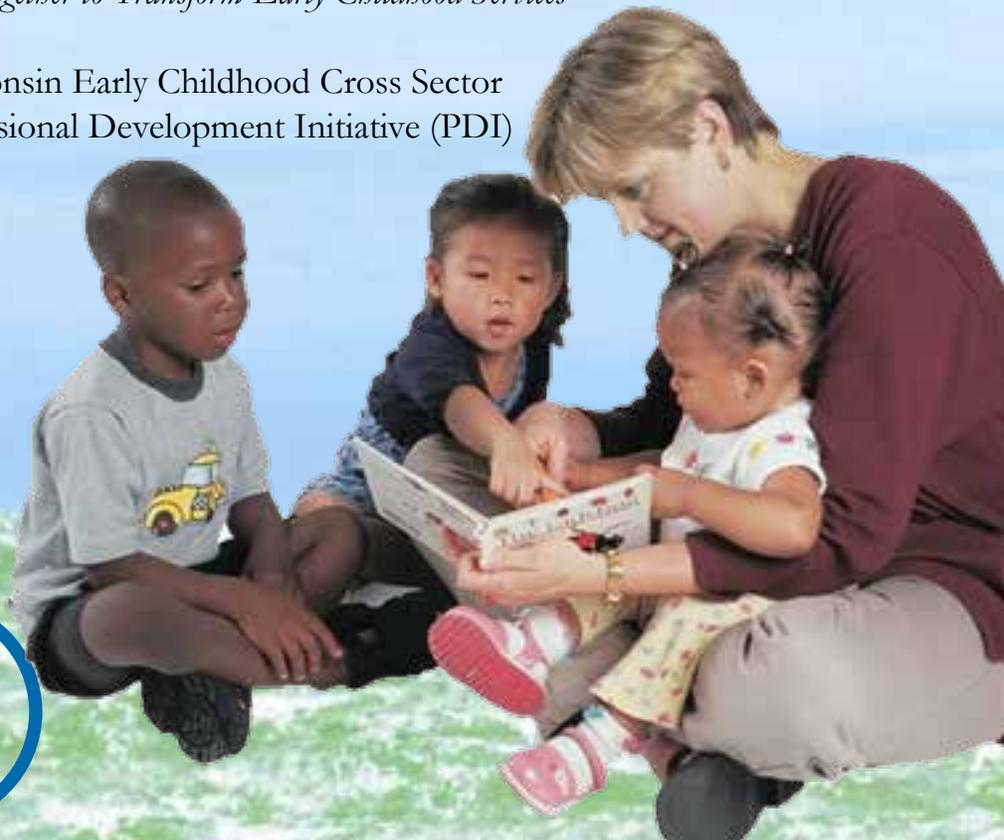
Wisconsin Early Childhood Collaborating Partners
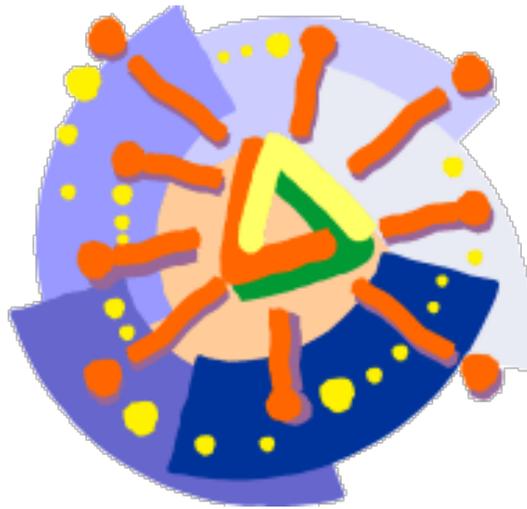
Vision
Wisconsin communities, agencies, associations, and state government will work together as a system of high quality comprehensive early childhood services for all children and families.

Mission
All children will be healthy, nurtured, safe and successful

What are Core Competencies?

Expectations for what the workforce should know (content) and be able to do (skills) in a respectful & competent manner (attitudes) in their roles working with and/or on behalf of children and their families. The Core Competencies are organized under 12 Content Areas. Please refer to the section titled Organization of the WI Core Competencies.

The competencies listed under each Content Area are not intended to be an exhaustive list; rather they provide general guidance for best practices when working with young children and families in a variety of programs, services and settings.

Why have Core Competencies?

To create a common thread of Professional Development expectations across the variety of system partners (Higher Education, Child Care, Head Start, 4 & 5 year-old Kindergarten, Special Education, Child Welfare, Home Visiting, Health & Mental Health, Afterschool, Advocacy, and others) for the ultimate benefit of children and families in Wisconsin.

The WI Core Competencies create a common language for the Birth to First Grade workforce similar to the Wisconsin Model Early Learning Standards. They also link to other systems. Please refer to the section titled Use of the WI Core Competencies.

How Were the WI Core Competencies Developed?

The 2007 WI Core Competencies were reviewed as a baseline. A cross sector work group was convened to study and recommend relevant competencies and resources for the development of the 2014 WI Core Competencies. Appendix A contains a crosswalk where each Content Area reflects components of each of the systems below:

* Wisconsin Department of Public Instruction (DPI) Ten Teacher Standards: dpi.wi.gov/tepdl/programs/standards/teacher

* The Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards: www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

* Wisconsin Technical College System (WTCS) Early Childhood Program Outcomes: http://www.wistechcolleges.org/explore-careers/cluster/early-childhood-development-and-services

* Wisconsin Registry Core Knowledge Areas (based on NAEYC): www.the-registry.org

* Wisconsin Alliance for Infant Mental Health Competencies: test.wiaimh.org/

* Wisconsin Children's Trust Fund Core Competencies for Direct Service Professionals, Managers, and Supervisors: wichildrenstrustfund.org/index.php?section=communitynorms~corecomp

* Head Start Relationship-Based Competencies: eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/relationship/practice.html

* Division for Early Childhood Recommended Practices (Special Education): www.dec-sped.org/recommendedpractices

* National AfterSchool Association Competencies: naaweb.org/resources/core-compentencies

* National Association for the Education of Young Children (NAEYC) Standards for Professional Preparation: www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

Use of the WI Core Competencies

The WI Core Competencies have been designed as a framework that complements other professional development systems. Here are some examples of how the WI Core Competencies are being used:

Framework used by **The Registry** for organizing data on training offered and on individual learning records

Framework used by the **WI Model Early Learning Standards** to organize statewide training content

Guidance for the **WI Technical College System** early childhood program courses and degrees

Guidance for **WI Colleges' and Universities'** early childhood course curriculum development

Guidance for introductory child care coursework in **WI High Schools** and by other approved trainers/organizations

Resource for **YoungStar** Professional Development Counseling to programs and Technical Consultant on-site services

Resource for **Training and Technical Assistance Professionals** in a variety of settings

Resource for professionals connecting **Birth to 6 and Afterschool** professional development systems. For those working with school-age children and youth there are companion competencies through the National Afterschool Association "Core Knowledge and Competencies for Afterschool and Youth Development Professionals."

Resource for conversation for **Collaborative Early Childhood Councils** and other interested groups

Resource for **Public-Private Partnerships** to enhance awareness of the importance of the Birth to 6 workforce

Resource for **Individual Professional Development Planning and Reflection**, including professional portfolios

Organization of the WI Core Competencies

The Core Competencies are organized under the **Twelve (12) Content Areas** below. Each Content Area is then described in more detail on the following pages. Behind each Content Area is an abbreviation that is used in The Registry (Wisconsin's Recognition System for the Childhood Care and Education Profession). The Registry uses the 12 Content Areas of the WI Core Competencies to recognize and document areas of professional achievement and growth.

DEV

1. **Child Development (DEV):** apply the principles of child growth and development, valuing each child as an individual with unique biology, interests, needs, and potential; while nurturing relationships, starting with healthy infant-parent attachment

FAM

2. **Family Systems and Dynamics (FAM):** understand the complexity and diversity of family relationships, dynamics, and systems while working in partnership with families for the best interest of children

DIV

3. **Diversity (DIV):** respect the unique nature of every individual and family including, but not limited to, culture, national origin, language, family structure, disability, religious beliefs, economic status, and child-rearing practices

INC

4. **Special Needs, Disabilities, and Inclusive Practices (INC):** embody the values, policies, and practices that support the right of every child and family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society

LRN

5. **Learning Experiences, Strategies, and Curriculum (LRN):** establish an environment that provides learning experiences and adaptive strategies that support families and meet each child's needs, capabilities, and interests

SAF

6. **Health, Safety, and Nutrition (SAF):** establish and maintain environments and supports that promote children's health, safety, nutrition, physical activity, and adaptations for special needs in partnership with families

GUI

7. **Guidance and Nurturing (GUI):** understand supportive strategies for encouraging social/emotional development and addressing challenging behaviors, and recognize the influence of temperament and emotional regulation capacity on children's behavior

OSA

8. **Observation, Screening, and Assessment (OSA):** use appropriate tools and methods for understanding child interactions, knowledge, and skills, as a means to support the child's development and make appropriate referrals for further evaluation

COM

9. **Family and Community Relationships (COM):** understand the value of partnership and collaboration between families and agencies/organizations to meet child and family needs

PRO

10. **Professionalism (PRO):** work with children and families in a professional, reflective manner; participate as a collaborative partner with other professionals; and utilize strategies to evaluate program outcomes

PRE

11. **Planning, Reflection, and Evaluation (PRE):** examine one's own thoughts, attitudes, feelings, actions, strengths, and challenges, and apply increased knowledge, skills, and dispositions when providing high-quality programs and services

ADM

12. **Administration and Management (ADM) {General, Finance, and Personnel}:** practice organizational and business management for quality programming and services

Content Area 1:
Child Development (DEV)

A. Apply research-based principles and theories of child development (including brain development) and learning theory in guiding interactions and experiences with young children and in designing Developmentally Appropriate Practices

B. Understand attachment theory and the importance of supportive and nurturing relationships for optimal development

C. Value that children are best understood in the contexts of family, culture, and society

D. Understand the impact and importance of relationships (serve and return) for infant mental health and for social and emotional development of children of all ages

E. Understand the contribution of biological and psycho-social factors on growth and developmental outcomes (such as regulatory issues, sensory problems, nutrition, brain development, culture, gender, family influences, and poverty)

F. Demonstrate understanding of the developmental consequences of stress, trauma, protective factors, and resilience, and practice trauma-informed care

G. Understand that early experiences have an impact and that the Life Course Model offers a strategic approach to minimize health disparities in infant and child health by addressing their deeper social and environmental root causes

H. Show respect and responsiveness to cultural, linguistic, and family diversity and how this diversity impacts developmental milestones and expectations

I. Value each child as an individual and a learner with unique potentials and needs

J. Integrate the Wisconsin Model Early Learning Standards domains of development and Guiding Principles into developmental expectations for children

K. Recognize the influence of abuse and neglect on the development of attachment and the early ability to form relationships, including concerns about brain development, Reactive Attachment Disorder, and personality development

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Content Area 2:
Family Systems and Dynamics (FAM)

A. Understand family systems theory and the ecology of the family, as well as their influence on the child's growth, development, and learning

B. Understand families, including:
1) How family members communicate and relate to each other and to those outside the family
2) Typical growth and development of family members
3) Special needs in families
4) Stress and conflict management
5) Family disruption and unexpected changes

C. Develop partnerships with parents that encourage family involvement in a child's development and learning

D. Demonstrate awareness of boundaries in working with families

E. Understand the variety of ways families teach, guide, and influence children

F. Understand and utilize the concept of "goodness of fit" in observing and supporting parent-child interaction

G. Respect the diversity of family structures and utilize non-judgmental approaches when working with families and communities

H. Provide opportunities for parent education that align with the diverse interests and needs of families

I. Acknowledge and reinforce the formal and informal support systems as defined by families

J. Use positive interpersonal skills when communicating with families

Content Area 3:
Diversity (DIV)

A. Understand the importance and implications of diversity, anti-bias, and inclusion principles in working with children and families

B. Possess knowledge and understanding of specific needs and characteristics of diverse family types, structures, and systems

C. Appreciate differences in culture, national origin, language, family structure, disability, religious beliefs, spirituality, economic status, and child-rearing practices

D. Utilize a variety of inclusive strategies to identify and support family strengths, relationships, socioeconomics, values, and beliefs

E. Provide services in a culturally and linguistically responsive manner that reflects the context, culture, and needs of the child and family

F. Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health, relationships, and experiences

G. Recognize the impact of one's own behaviors in a diverse society by creating safe, secure environments and relationships for all children; by showing appreciation of and respect for the individual differences and unique needs of others; by empowering children to treat others with equity, fairness, and dignity; and by expecting the same in return

H. Recognize the disparity of equity that may impart a cumulative emotional and historical trauma across generations

I. Recognize that parents are children's primary and most important caregivers and educators and that children are members of cultural groups that share developmental patterns (from the Guiding Principles of the Wisconsin Model Early Learning Standards)

Content Area 4:

Special Needs, Disabilities, and Inclusive Practices (INC)

A. Work in partnership with families who have children with special needs or disabilities for the best interest of the child, showing understanding and providing support as appropriate

B. Work closely with families to understand each unique child, including motivations and preferences

C. Provide access to a wide range of learning opportunities, activities, settings, and environments, and make modifications to facilitate this access

D. Provide individualized accommodations and supports to facilitate all children's full participation in play and learning activities

E. Promote belonging, participation, and engagement of children with and without disabilities in inclusive settings in a variety of intentional ways

F. Organize assessments and interventions by level of intensity, to scaffold learning for all children

G. Establish goals for learning and development in all domains of development, including social-emotional development and behaviors that facilitate the participation of all children

H. Explore with families and community partners helpful preventive measures to prevent challenging behaviors

I. Be open to learn more about specific conditions or diagnoses of a child and willing to try new things to meet the needs of the child

J. Use systems-level supports to undergird the provision of inclusive services to children and families, including ongoing professional development and support, collaboration and coordination among all stakeholders, integration with general early care and education services, and quality frameworks such as the Wisconsin Model Early Learning Standards, YoungStar, and all Content Areas within the WI Core Competencies

Content Area 5:
Learning Experiences, Strategies, and Curriculum (LRN)

A. Awareness and utilization of a wide range of theory- and research-based, developmentally appropriate approaches, strategies, and environments to facilitate and support development and learning, including the following:

1) Focus on each child's characteristics, needs, and interests
2) Design and foster inclusive, alternative approaches to learning
3) Teach through social interactions and relationships
4) Facilitate children's relationships, social-emotional development, and positive behaviors
5) Foster oral language and communication, for all of the languages a child is learning
6) Link children's language(s) and culture(s) to the early childhood program, using inclusive practices
7) Make the most of environments, routines, and experiences
8) Offer predictable routines, relationships, and environments to foster security and support exploration
9) Use well-designed indoor and outdoor environments to promote learning and development
10) Create support for play and experiential learning
11) Capitalize on incidental teaching and experiential learning
12) Use strategies that promote successful transitions as children move between settings (such as hospital and home), from one program to another (such as transitioning from infant/toddler to preprimary to primary), and within typical daily routines
13) Facilitate learning through technology

B. Understand how all areas of development are interrelated

C. Have understanding of the Wisconsin Model Early Learning Standards and how they apply to a variety of settings

D. Value family relationships, parent/family involvement in children's learning, and the critical role of parents as primary nurturers and teachers

Content Area 6:
Health, Safety, and Nutrition (SAF)

A. Follow regulations and professional standards as they apply to health, safety, physical activity, and nutrition

B. Understand the importance of healthy diet, hygiene, nutrition, and physical activity for children's and adults' health and well-being

C. Work in partnership with families and community partners to provide safe, healthy and active opportunities and experiences

D. Articulate the responsibilities and mandated reporter process for identifying, documenting, and reporting child abuse and neglect, including sexual abuse

E. Recognize the characteristics and needs of parents, children, and families at risk for abuse and neglect and the protective factors that promote resiliency

F. Use the principles of trauma-informed care to understand the impact of abuse, neglect, and domestic violence on children and family members

G. Acquire knowledge of current issues, inclusive practices, trauma-informed care, protective factors, and community resources to promote and support health and safety for children and families

H. Support families in developing protective factors that foster healthy and safe environments for their children

I. Value a comprehensive and inclusive approach to learning and development that recognizes the interrelationships among health, safety, security, nutrition, relationships, cultural competence, learning, and development

Content Area 7:
Guidance and Nurturing (GUI)

A. Recognize that positive relationships and supportive interactions are the foundation for work with young children, and appreciate the critical nature of "serve and return" as it relates to brain development

B. Demonstrate techniques for soothing, limit setting, and protection, and discuss the meaning of these with families

C. Develop meaningful and responsive relationships with children and families, within a family-centered practice/environment

D. Understand the causes of children's challenging behaviors and the research-based guidance approaches to meet children's individual needs

E. Practice positive guidance strategies that meet individual needs, such as:
    1) Responsiveness,
    2) Creating a safe environment,
    3) Setting limits,
    4) Self-regulation,
    5) Goal-setting,
    6) Role-modeling, and
    7) Dealing with anger and other emotions

F. Recognize how the individual differences of adults and children, including temperament and personality, influence guidance and nurturing

G. Practice skills needed to support young children in increasing social competence, forming friendships, and interacting with others

H. Understand the importance of play and its contribution to learning and healthy development

I. Recognize how one's own behavior impacts the behavior of others

Effective May 1, 2014

Content Area 8:
Observation, Screening, and Assessment (OSA)

A. Have a clear understanding of what is being assessed and why it is being assessed, before beginning any observation or assessment, thereby demonstrating understanding of the Teaching Cycle

B. Recognize the purposes, strengths, and weaknesses of multiple assessment strategies (such as formative vs. summative assessment and screening vs. ongoing assessment), and know how to use each strategy effectively

C. Understand the purposes of screening, how screening differs from other types of assessment, and the necessity for professional training on the use of standardized, reliable, and valid screening tools, including interpretation of the results and conversations with families

D. Utilize observation, assessment, and screening approaches and tools that:
   1) Are developmentally, culturally, and linguistically appropriate, as well as valid for the intended purpose(s)
   2) Occur in the natural environment and take advantage of incidental moments of listening or observing
   3) Allow for the adaptation of tools and strategies using assistive technology as a resource

E. Analyze, interpret, and communicate assessment results accurately and effectively, with the goal of obtaining valid, useful information, both quantitative and qualitative

F. Ensure that cultural, linguistic, and regional differences are considered in the analysis of assessment results

G. Use assessment and observation findings to improve children's learning by informing practice; decision making; and the planning, evaluation, and quality improvement of programs

H. Use information from families as part of the assessment process, including listening to the child and parent and making observations in multiple settings of the parent's and child's emotional states and their interaction patterns

I. Focus on the strengths and interests of children, in partnership with families, as a way to help them learn and grow in all domains of development

J. Know how, when, and where to refer for further assessment or evaluation for special needs or other concerns

K. Value that responsible assessment is inclusive, enhances the development of all young children, and is not used to exclude or deny access to learning opportunities

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Content Area 9:
Family and Community Relationships (COM)

A. Value working with families and communities to support children's learning and development

B. Possess an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society

C. Develop cooperative partnerships with other agencies and professionals working with children in the community, and make appropriate referrals

D. Utilize team-building, problem-solving, and conflict-resolution strategies when working with community partners

E. Recognize the impact of media and screens on families and communities, and design strategies to use media as a tool to assist in learning

F. Value family engagement as a way to work with families to support child learning and development, and honor the power of positive school-family connections

G. Know about the school districts in the area offering 4K Community Approaches, as well as districts offering school-based 4K locations.

H. Become familiar with community resources that may be pertinent for specific families, such as:
1) Referral processes for further developmental assessment, including Birth to 3 and Special Education
2) Domestic violence resources, including shelters
3) Food banks and clothing donations
4) Homeless shelters
5) Parenting classes and supports
6) La Leche League and mother groups
7) Legal resources
8) Public benefits and assistance

Effective May 1, 2014

Content Area 10:
Professionalism (PRO)

A. Commit to working within the regulations, practices, code of ethics, and standards of the profession

B. Demonstrate knowledge of applicable state and agency regulations with respect to such issues as eligibility for services, confidentiality, reporting of child abuse, and others

C. Be knowledgeable about community, county, state, and national resources; inform others about the value of services and programs for children and families; and be able to make appropriate referrals

D. Value participatory management, Model Work Standards, and other principles/frameworks for quality work environments

E. Work collaboratively with community and professional resources, and advocate for children, families, and one's profession

F. Work collaboratively as a member of a team, by practicing openness to new information, communicating clearly one's own position and value, and using facilitation skills

G. Become skilled at communication, conflict resolution, working with difficult people, ensuring personal safety, setting professional boundaries, and understanding limitations

H. Apply strategies to evaluate outcomes and assess effectiveness of programs on all participants

I. Utilize opportunities to regularly identify, gather, analyze, synthesize, and evaluate information/data to strengthen the quality and effectiveness of one's work

J. Stay current on the latest research and technology

K. Practice visionary leadership, collaboration, and advocacy to a wide audience to improve programs and practices for young children and their families. Learn how to tell your story to impact others.

Content Area 11:
Planning, Reflection, and Evaluation (PRE)

A. Demonstrate the capacity for reflection and critical thinking about one's work by self-assessing and self-evaluating, and engage in self-reflection to spark change

B. Apply research and effective practices critically

C. Be able to hold multiple viewpoints and reflect upon them

D. Plan, strategize, and problem-solve

E. Manage time and resources

F. Understand the impact of one's own culture, educational background, experiences, and values on children and families

G. Engage in self-care and self-advocacy, and establish and follow personal safety guidelines

H. Have the ability to be an adult learner, and plan one's own professional development

I. Understand adult learning principles, and use coaching, mentoring, and consultation to help others plan, reflect, evaluate, and develop themselves professionally

J. Value reflective supervision to enhance professional development and support self-care

Effective May 1, 2014

Content Area 12:
Administration and Management (ADM)

Administration and Management:
General (ADM: General)

A. Possess knowledge of basic concepts of organizational management theory and practice

B. Understand the difference between leadership and management and the importance of both, apply leadership and management theories to quality programming, and value diverse leadership and management styles

C. Understand the basics of systems theory and theories of change, and apply these understandings to the design and operation of quality programs

D. Know standard operating practices and when they are needed

E. Be able to develop a shared vision of program quality and a plan to accomplish that vision, with an understanding of the relationships among the organization's vision/mission and its:
   1) Values and culture
   2) Policies and strategies
   3) Goals and objectives

F. Possess knowledge of the interrelationships among aspects of program operation, including external factors and relationships such as licensing laws and regulations, other legal requirements and approvals, funding requirements and incentives, accreditation standards, and community agencies and government officials at the local level, and incorporate this knowledge into program planning

G. Apply concepts of marketing and supply and demand when designing, implementing, and evaluating program strategies

H. Apply cultural and linguistic competence to organizational relationships and program planning

I. Possess knowledge of the role of administrators in policy leadership and community collaboration, and work individually and as resources for other administrators in the development of substantial projects that integrate necessary aspects of program management

Administration and Management: Finance (ADM: Finance)

J. Understand the basic principles of sound financial planning and management and the relationship between financial management and program quality

K. Possess the abilities to develop a basic line-item budget and to balance that budget, using the principles of cost-cutting and revenue enhancement, while spreading costs across programs to derive program budgeting and across functions in order to analyze costs by function

L. Compare budgeted expenditures to actual expenditures, and analyze differences

M. Identify prospective funding sources, be aware of the skills needed to write proposals for funding, and become familiar with the effects of funding requirements on program policy

N. Understand basic customer orientation and the cost of losing customers, for the purposes of marketing and developing a fee policy and a sliding fee scale

Administration and Management: Personnel (ADM: Personnel)

O. Identify the diverse roles and responsibilities of administrators, executives, managers, coordinators, and supervisors in various early care and education settings, as well as the roles and relationships among different sectors of a program including families, teaching staff, support staff, and boards or other management structures

P. Understand ways to ease administrative overload, and apply that understanding to time management, delegation, and role negotiation

Q. Have an overview of the basic principles and practices that address hiring and working with all staff:
1) Labor laws
2) Personnel policies and their development
3) Equal opportunity guidelines, including effective advertising and recruiting
4) Assessing qualifications and interviewing candidates
5) Fair salary policies and scales and issues of merit and staff turnover
6) The development of staffing plans and related cost projections

R. Apply cultural and linguistic competence to the recruitment process and to staff development and retention

S. Understand the rationale and methods for involving staff and families in decision-making

Appendix A

Wisconsin Core Competencies for Professionals Working with Young Children & Their Families 2014

Common Content Area	DPI 10 Teacher Standards *2011 INTASC Standards	WTCS Early Childhood Program Outcomes	Registry Core Knowledge Areas Effective 5/1/14	Infant Mental Health	Children's Trust Fund	Head Start – Early Head Start	Division for Early Childhood (Sp. Ed.)	Afterschool
1. Child Development	#2. Teachers know how children grow. *#1. Learner Development	Apply child development theory to practice	Child Development (DEV)	Theoretical Foundations: - pregnancy & early parenthood - infant & young child development & behavior - attachment, separation, trauma & loss	1. Child and Lifespan Development	4. Parent-Child Relationships and Families as Lifelong Educators	Instruction, Environment, Interaction, Transition Family	Child and Youth Growth and Development
2. Family Systems and Dynamics	#10. Teachers are connected with other teachers and the community. *#9. Professional Learning and Ethical Practice	Demonstrate professionalism	Family Systems and Dynamics (FAM)	Theoretical Foundations: - family relationships & dynamics Law, Regulation & Agency Policy: - ethical practice Direct Service Skills: - responding with empathy	2. Dynamics of Family Relationships 8. Professional Practice Mgr 7: Community advocacy and collaboration Mgr 8: Public policy advocacy and involvement	7. Coordinated, Integrated and Comprehensive Services	Family Teaming and Collaboration	Family, School, and Community Relationships Youth Engagement
3. Diversity	#3. Teachers understand that children learn differently. *#2. Learning Differences	Cultivate relationships with children, families & the community	Diversity (DIV)	Theoretical Foundations: - cultural competence Systems Expertise: - community resources Working with Others: - building & maintaining relationships	2. Dynamics of Family Relationships 6. Diversity in Family Systems	2. Self Aware and Culturally Responsive Relationships	Family, Instruction, Environment, Interaction, Transition	Cultural Competency and Responsiveness
4. Special Needs, Disabilities, and Inclusive Practices	#2. Teachers know how children grow. #3. Teachers understand that children learn differently. *#2. Learning Differences	Apply child development theory to practice	Special Needs, Disabilities and Inclusive Practices (INC)	Theoretical Foundations: - infant & young child development & behavior - disorders of infancy/early childhood Law, Regulation & Agency Policy: - government, law & regulation Systems Expertise: - service delivery systems Direct Service Skills: - screening & assessment - advocacy	1. Child and Lifespan Development 3. Family Support and Parenting Education: Principles, Methods and Approaches Mgr 7: Community advocacy and collaboration Mgr 8: Public policy advocacy and involvement	7. Coordinated, Integrated and Comprehensive Services	All areas	Child and Youth Growth and Development

Wisconsin Core Competencies for Professionals Working with Young Children & Their Families
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Common Content Area	DPI 10 Teacher Standards *2011 INTASC Standards	WTCS Early Childhood Program Outcomes	Registry Core Knowledge Areas Effective 5/1/14	Infant Mental Health	Children's Trust Fund	Head Start – Early Head Start	Division for Early Childhood (Sp. Ed.)	Afterschool
5. Learning Experiences, Strategies, and Curriculum	#4. Content Knowledge *#5. Application of Content *#7. Planning for Instruction *#8. Instructional Strategies	Use best practices in teaching and learning	Learning Experiences, Strategies and Curriculum (LRN)	Theoretical Foundations: - infant/young child & family-centered practice	1. Child and Lifespan Development 3. Family Support and Parenting Education: Principles, Methods and Approaches. 8. Professional Practice and Self Care	4. Parent-Child Relationships and Families as Lifelong Educators 7. Coordinated, Integrated and Comprehensive Services	Instruction, Environment, Interaction, Transition Family	Learning Environment and Curriculum
6. Health, Safety, and Nutrition	*#3. Learning Environments	Integrate health, safety, and nutrition practices	Health, Safety and Nutrition (SAF)	Direct Service Skills: - life skills - safety	5. Health and Safety	3. Family Well-Being and Families as Learners 6. Family Access to Community Resources	Instruction, Environment, Interaction, Transition	Safety and Wellness
7. Guidance and Nurturing	#5. Teachers know how to manage a classroom. *#3. Learning Environments	Use best practices in teaching and learning	Guidance (GUI)	Theoretical Foundations: - relationship-based, therapeutic practice	4. Guidance and Nurturing	1. Positive, Goal-Oriented Relationships 5. Family Connections to Peers and Community	Instruction, Environment, Interaction, Transition	Interactions with Children and Youth
8. Observation, Screening, and Assessment	#8. Teachers know how to test for student progress. *#6. Assessment	Assess child growth & development	Observation, Screening and Assessment (OSA)	Direct Service Skills: - observation & listening - screening & assessment	8. Professional Practice and Self Care	4. Parent-Child Relationships and Families as Lifelong Educators 8. Data Driven Services and Continuous Improvement	Assessment	Child/Youth Observation and Assessment
9. Family and Community Relationships	#10. Teachers are connected with other teachers and the community. *#10. Leadership and Collaboration	Cultivate relationships with children, families & the community	Family and Community Relationships (COM)	Working with Others: - resolving conflict - empathy & compassion	2. Dynamics of Family Relationships 3. Family Support and Parenting Education: Principles, Methods and Approaches 7. Relationships among Family, School, and	6. Family Access to Community Resources	Family Leadership	Family, School, and Community Relationships

Endorsed by the Wisconsin Early Childhood Cross Sector Professional Development Initiative on 4/3/14   Effective May 1, 2014

Wisconsin Core Competencies for Professionals Working with Young Children & Their Families 2014

Common Content Area	DPI 10 Teacher Standards *2011 INTASC Standards	WTCS Early Childhood Program Outcomes	Registry Core Knowledge Areas Effective 5/1/14	Infant Mental Health	Children's Trust Fund	Head Start – Early Head Start	Division for Early Childhood (Sp. Ed.)	Afterschool
10. Professionalism	#9. Teachers are able to evaluate themselves. #10. Teachers are connected with other teachers and the community *#10. Leadership and Collaboration	Cultivate relationships with children, families & the community	15. Professionalism (PRO)	Working with Others: - supporting others/coaching & mentoring - collaborating - resolving conflict Thinking: - exercising sound judgment - maintaining perspective	7. Relationships among Family, School, and Community Mgr 7: Community advocacy and collaboration	1.Positive, Goal-Oriented Relationships	Teaming and Collaboration, Leadership	Professional Development and Leadership
11. Planning, Reflection, and Evaluation	#9. Teachers are able to evaluate themselves. *#7. Planning for Instruction *#9. Professional Learning and Ethical Practice	Demonstrate professionalism	Planning, Reflection and Evaluation (PRE)	Thinking: - analyzing information - solving problems - planning & organizing Reflection: - contemplation - self awareness - curiosity - professional/ personal development - emotional response	Mgr 2: Program planning, monitoring, and evaluation Mgr 3: Marketing and outreach Mgr 4: Fund development Mgr 5: Budget management Mgr 6: Personnel	8.Data Driven Services and Continuous Improvement 9.Foundations for Professional Growth	Teaming and Collaboration, Leadership	Program Planning and Development
12. Administration and Management	#10. Teachers are connected with other teachers and the community. *#10. Leadership and Collaboration	Demonstrate professionalism	(ADM) Organization Financial Marketing Personnel Regulations Legal	Law, Regulation & Agency Policy - government, law & regulation - agency policy	8. Professional Practice and Self Care	7.Coordinated, Integrated and Comprehensive Services	Leadership	Program Planning and Development

Appendix B

Agencies and Individuals Involved in the 2014 WI Core Competencies Revision

Children's Trust Fund, Josh Puls
Department of Children and Families, Katherine McGurk
Department of Children and Families, Mandy Besner
Department of Children and Families, Dara Martinovich*****
Department of Health Services, Terri Enters
Department of Public Instruction, Jenny Giles
Department of Public Instruction, Jill Haglund
Department of Public Instruction, Elaine Strom
DPI, State Head Start Collaboration Office, Linda Leonhart
Supporting Families Together Association, Abbe Braun
The Registry, Jere Wallden
UW-Extension, Pence Revington
UW-Madison Waisman Center, Carol Noddings Eichinger
UW-Madison Waisman Center, Ann Ramminger*****
UW-Milwaukee, Staci Sontoski
Wisconsin Alliance for Infant Mental Health, Lana Nenide
Wisconsin Early Childhood Association, Jeanette Paulson
Wisconsin Early Childhood Association, Pam McQuin
WI Head Start TTA Center - STG International, Inc., Wendy Bowe
Wisconsin Technical College System, Katie Roberts

*Lead Authors

Reviewed by 155 Key Stakeholders at the Wisconsin Early Childhood Collaborating Partners (WECCP) Intersecting Interests and Training/ Technical Assistance Networking Forum on February 12-13, 2014

Endorsed by Wisconsin Early Childhood Cross Sector Professional Development Initiative (PDI) on April 3, 2014

Department of Children and Families (DCF)
Department of Health Services (DHS)
Department of Public Instruction (DPI)
Children's Trust Fund
Child Welfare Training Partnership
Parents Plus
Supporting Families Together Association
The Registry
UW-Extension
UW-Madison Waisman Center
UW-Milwaukee
WI Afterschool Network
WI Alliance for Infant Mental Health
WI Association of Independent Colleges & Universities
WI Birth to 3 Program
WI Council on Children and Families
WI Early Childhood Association
WI DPI Head Start Collaboration Office
WI Head Start Association
WI Head Start TA Office
WI FACETS
WI Technical College System

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Wisconsin Early Childhood Collaborating Partners
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