**Connecticut Core Knowledge and Competency Framework for Professional Working with Young Children and Their Families (CKCs)**

**Reflection Tool for Developing Individual Professional Development Plans (IPDP)**

**Taking time to think about your work with young children and families is important. This tool provides a framework to pause and think about your knowledge, understanding and practice in comparison to Connecticut’s expectations for working with young children and families. You will notice many areas that you can say; yes, I know this well and could describe what it looks like in practice if a parent, supervisor, or others ask me. You will notice some areas where you can say; I think I know a bit but to really understand it I may need to learn more. And, there may be a few areas where you can say; this doesn’t look familiar to me and I should explore what this means. This tool is designed to be used side-by-side with the CKCs like a compass to help you decide on meaningful and relevant professional learning opportunities that will help you deepen your understanding and practice.**

**To be used for:**

**This tool is for reflection on personal learning needs when using the CKCs as a basis to compare your current understandings and practices with Connecticut expectations.**

* **This tool is NOT intended for performance evaluation by a supervisor. The tool may be helpful in conversation with supervisors to express an aspiration for learning and support for growth.**
* **Coaches could use this tool as a whole or in parts as a needs assessment with individuals to assist in identifying strengths, areas of progress, and opportunities for learning that could support a coaching plan.**
* **Higher education faculty could utilize this tool for developing reflection experiences with students to validate current knowledge and understandings at the same time consider learning goals in comparison to course objectives. It provides for the opportunity to adjust experiences and course content geared to each learner.**
* **Professional learning designers may find value in this tool as the content and process components are developed around the learner’s prior knowledge and experience.**

**How to use the tool:**

**This isn’t like taking a test where you have to finish the entire document all at the same time. Take a look at pages 16-22 of the CKCs and glance at the domain descriptors. Choose a domain in the CKC document that you feel comfortable exploring and take your time reading through it. Then, use this reflection tool to think about your own knowledge and skills in comparison to what is outlined in the CKCs. For example, after reading the General Knowledge of Domains, Stages, and Milestone category under Domain 1, in general, how do you feel about each level in the category…is this an area of strength, continued growth, or an opportunity for new learning? Use the key at the bottom of each domain page to reflect on your current practice. Summarize your data on the summary page, start planning your individual professional development plan (IPDP) by using the reflective questions page. Document your priorities and your goals. Be honest about your commitment to achieving your goals and think about the challenges and barriers that may get in the way. Reach out for support to think about how to address challenges and barriers.**

**What to do with your IPDP:**

**If you work for a program that has as supervisory structure you can talk to your supervisor about what types of professional development you would like to look for (a course, a module training, coaching, professional learning community, etc.). If you are already working with a coach you can discuss ways to meet your goals. If you are a student taking courses and feel you may want to explore specific competencies, talk to your advisor. You can also visit the CT THRIVE website for possible offerings that may meet your needs at** [www.thrivect.org](http://www.thrivect.org) **. Other professional development entities such as your local Regional Education Service Center (RESC), the CT Association for the Education of Young Children (CT AEYC), the CT State Education Resource Center (SERC), or local community entities may offer professional development that may meet your needs.**

Domain 1: Promoting Child Development and Learning

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|  **Competency Categories** | **Reflection** | **Notes** |
| See pages 30-39 to review Shared Core 1 & 2 and Teacher/Caregiver Unique Competencies Levels 3 & 4. | Area of Strength | Continued Growth | New Learning | Note which competencies within SC 1, 2, or TC 3, 4 may be an opportunity for continued growth and new learning. |
| 1.A.1. General knowledge of domains, stages, and milestones. | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 1.A.2. Fostering Healthy Relationships | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 1.B.1. Environmental Influences | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 1.B.2. Risk Factors Impacting Children | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 1.B.3. Meeting Individual Needs | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |

Ask yourself: How much do I really know? Have I kept up to date on new information related to this domain? Don’t assume that if you can circle TC 3 or 4 that you know everything in the SC.

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| **Area of Strength*** Consistently implements almost all behaviors/skills
* Is able to help others understand and implement the related behaviors/skills
 | **Opportunity for Continued Growth*** Implements the related behaviors/skills, but inconsistently
* Implements many, but not all of the related behaviors and skills
 | **Opportunity for New Learning*** Never/rarely exhibits related behaviors/skills
* Implements the related behavior/skills, but with guidance
* Feels uncertain or has misunderstandings about the related behaviors/skills
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Domain 2: Using Developmentally Effective Approaches for Facilitating Experiences

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| **Competency Categories** | **Reflection** | **Notes** |
| See pages 46-55 to review Shared Core 1 & 2 and Teacher/Caregiver Unique Competencies Levels 3 & 4. | Area of Strength | Continued Growth | New Learning | Note which competencies within SC 1, 2, or TC 3, 4 may be an opportunity for continued growth and new learning. |
| 2.A.1. Essential Dispositions | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 2.A.2. Interactions and Experiences | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 2.B.1. Intersect of Content and Implementation | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 2.B.2. Use of Diverse Approaches | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 2.B.3. Individual Ways of Knowing and Learning | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |

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Domain 3: Building a Meaningful Planned Program of Learning and Development

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| **Competency Categories** | **Reflection** | **Notes** |
| See pages 62-75 to review Shared Core 1 & 2 and Teacher/Caregiver Unique Competencies Levels 3 & 4. | Area of Strength | Continued Growth | New Learning | Note which competencies within SC 1, 2, or TC 3, 4 may be an opportunity for continued growth and new learning. |
| 3.A.1. Building a Planned Program | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 3.A.2. Language Development and Communication | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 3.A.3. Domains of Learning | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 3.B.1. Developmentally Appropriate Environment | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 3.B.2. Interactions with Materials | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 3.B.3. Daily Routines and Support | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 3.B.4. Families and Communities | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |

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Domain 4: Observing, Documenting, and Assessing

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| **Competency Categories** | **Reflection** | **Notes** |
| See pages 82-91 to review Shared Core 1 & 2 and Teacher/Caregiver Unique Competencies Levels 3 & 4. | Area of Strength | Continued Growth | New Learning | Note which competencies within SC 1, 2, or TC 3, 4 may be an opportunity for continued growth and new learning. |
| 4.A.1. Early Childhood Screening and Assessment | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 4.A.2. Conducting Appropriate Screening and Assessment | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 4.A.3. Observing and Documenting to Inform Planned Program | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 4.B.1. Engaging Families | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 4.B.2. Professional Partnerships | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |

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| **Competency Categories** | **Reflection** | **Notes** |
| See pages 98-109 to review Shared Core 1 & 2 and Teacher/Caregiver Unique Competencies Levels 3 & 4. | Area of Strength | Continued Growth | New Learning | Note which competencies within SC 1, 2, or TC 3, 4 may be an opportunity for continued growth and new learning. |
| 5.A.1. Family Systems | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 5.A.2. Communication | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 5.A.3. Maintaining Professional Relationships | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 5.B.1. Family Engagement Opportunities | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 5.B.2. Special Education and Health Needs | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 5.C.1. Connecting Families with Resources and Services | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |

Domain 5: Building Family and Community Relationships

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| **Competency Categories** | **Reflection** | **Notes** |
| See pages 114-125 to review Shared Core 1 & 2 and Teacher/Caregiver Unique Competencies Levels 3 & 4. | Area of Strength | Continued Growth | New Learning | Note which competencies within SC 1, 2, or TC 3, 4 may be an opportunity for continued growth and new learning. |
| 6.A.1. State, Federal, and National Standards and Practices | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 6.A.2. Emergency Preparedness | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 6.A.3. Healthy, Nurturing Environment to Promote Development | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 6.A.4. Children’s Health Needs | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 6.A.5. Mental Health | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 6.A.6. Nutrition | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |

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Domain 6: Promoting Health, Safety, and Wellness

Domain 7: Practicing Professionalism and Advocacy

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| **Competency Categories** | **Reflection** | **Notes** |
| See pages 132-141 to review Shared Core 1 & 2 and Teacher/Caregiver Unique Competencies Levels 3 & 4 | Area of Strength | Continued Growth | New Learning | Note which competencies within SC 1, 2, or TC 3, 4 may be an opportunity for continued growth and new learning. |
| 7.A.1. Identifying Self as a Professional | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 7.A.2. Commitment to Continued Professional Development | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 7.A.3. Ethical Standards and Professional Guidelines | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 7.A.4. Advocating for Children, Families, and the Profession | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |
| 7.B.1. Diversity and Cultural Competence | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 | SC 1SC 2TC 3TC 4 |  |

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**Record your reflections results below. List the categories associated with each domain under the appropriate heading based on your reflection.**

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| **Competency Domains** | **Area of Strength** | **Continued Growth** | **New Learning** |
| **1. Promoting Child Development and Learning** |  |  |  |
| **2. Using Developmentally Effective Approaches for Facilitating Experiences** |  |  |  |
| **3. Building a Meaningful Planned Program of Learning and Development** |  |  |  |
| **4. Observing, Documenting, and Assessing** |  |  |  |
| **5. Building Family and Community Relationships** |  |  |  |
| **6. Promoting Health, Safety, and Wellness** |  |  |  |
| **7. Practicing Professionalism and Advocacy** |  |  |  |

###### ****REFLECTION QUESTIONS****

1. Review the Summary Page and consider your reflection results. What categories are your areas for continued growth and/or opportunity for New Learning?

2. Choose one category in a priority are you identified.

3. Develop two goals related to this priority. Use the related behaviors and skills listed in the *Core Knowledge and Competency Framework* to help you. *For example, if your top priority is to better understand what factors influence child development, you might have the following goals:*

1) To engage with families to help me learn about the children in my care (1.A.1.SC 1.e)

2) To provide supports to children in ways that meet their individual needs after learning about their family values, etc. (1.A.1.SC 2.c)

Priority Goal #1

Core Competency Goal #2

###### PROFESSIONAL DEVELOPMENT PLANNING TOOL

Priority

**ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLANNING TOOL**

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|  | Goal #1 Timeline | Goal #2 Timeline  |
| **Professional Learning Format**What format/s of professional learning would be most effective in helping me meet this goal(i.e., coaching, a learning community with other colleagues, credit-bearing course, learning modules, etc.)? |  |  |
| **Finding Professional Learning**How do I find the professional learning that I need? |  |  |
| **Additional Support**What type of support might I need in order to help me implement my new skills or apply my new knowledge? (Coaching, peer support, supervision, etc.) |  |  |
| **Change in Understanding and Practice**How will I know if I am making progress? How will my practice change? What can I do to measure my progress? |  |  |

Core Competency