



Excerpt: Domains and Indicators

This document is an excerpt of:

[The Connecticut Core Knowledge and Competency Framework for Professionals Working with Young Children and Their Families](#)

Connecticut Office of Early Childhood, 2016

A stylized graphic of a hand with fingers spread, rendered in a darker shade of purple, set against a lighter purple circular background. The entire slide has a dark purple background with a fine dot pattern.

DOMAINS AND INDICATORS



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The Domains and Indicators outlined in this Framework were mostly selected from other states and national standards documents. Many individuals across the state representing various early childhood roles and settings reviewed other state documents and national standards to select and modify content that represents what Connecticut views as a shared core across roles and a unique core for teachers and caregivers.

Each section can be removed for individual use, and the relevant alignments to other states and national documents are also organized by domain for stand-alone use. There are references for each indicator that was selected or modified. The following states' documents were fundamental in this work, and the listing of national documents also anchored the content to represent a cross-disciplinary lens.

States

California – California Early Childhood Educator Competencies

Maine – Maine Core Knowledge Areas and Practitioner Competencies

Massachusetts – Core Competencies for Early Education and Care and Out-of-School Time Educators

Nebraska – Nebraska's Early Childhood Integrated Skills and Competencies for Professionals

New Hampshire – Infant and Toddler Workforce Specialized Competencies

New York – Core Body of Knowledge: New York State's Competencies for Early Childhood Educators

Rhode Island – Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators

Vermont – Core Competencies for Early Childhood Professionals



National and State Resources

CEC – Council for Exceptional Children. *Source: Initial Special Educator Preparation Standards, Early Childhood Specialist Set*

CT AIMH – Connecticut Association for Infant Mental Health. *Source: Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health®* (Copyright 2002, 2011 MI-AIMH)

CT ELDS – Connecticut Early Learning and Development Standards and supporting documents

CSEFEL – Center on Social and Emotional Foundations for Early Learning. *Source: Inventory of Practices for Promoting Social Emotional Competence*

DEC – Division of Early Childhood. *Source: Recommended Practices in Early Intervention/Early Childhood Special Education*

HS/EHS RBC – *Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families*

I-ECMH – *Infant/Early Childhood Mental Health Consultation Competencies*

InTASC – Interstate Teacher Assessment and Support Consortium. *Source: Model Core Teacher Standards*

NAEYC – National Association for the Education of Young Children. *Sources: Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8. Advancing the Early Childhood Profession: NAEYC Standards and Guidelines for Professional Development*

NASW – National Association of Social Workers. *Source: NASW Standards for Social Work Practice in Child Welfare*

SS H&S – *Stepping Stones to Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*

