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<p>Competency Area 1: Child Development and Learning in Context Early childhood educators are knowledgeable about individual children, child development, learning, and the learning process.</p>	<p>CBK 1: Child Growth and Development Solid knowledge of how children grow and develop is the cornerstone of quality early childhood practice. It lays the foundation for designing environments and curriculum, for observing and assessing, and for integrating diverse learners. Professionals working with young children must understand what to expect regarding children's range of abilities so as to be able to plan appropriate sequences of action, adjust teaching strategies, and pose manageable tasks and challenges to extend learning for all children. In addition to being knowledgeable about the theories that spell general sequences of human development, early care and education professionals must understand the roles played by the uniqueness of each individual as well as the impact of culture and the expectations of families. It is the complexity of these components and how they interact that makes the work of early childhood professionals such a complex and worthy endeavor.</p>
<p>1.1 Knowledge of Child Development Understands how children develop across domains from birth through age 8 and the practices and strategies that promote children's development.</p>	
<p>1.2 Knowledge of Academic Content and Pedagogy Understands how children develop competence in each of the academic content areas. This includes an understanding of the core concepts and the learning trajectories (goals, progressions, and strategies and practices) of each discipline.</p>	
<p>1.3 Informed Decision-Making Makes informed data-based decisions to ensure all children can access the learning environment and learning experiences, can participate fully, and receive the support they need to meet learning and development outcomes.</p>	
<p>1.4 Cycle of Assessment, Planning, Implementation, and Evaluation Applies the cycle of assessment, planning, implementation, and evaluation to create inclusive learning environments, and to provide multi-tiered teaching to meet the unique needs of each child.</p>	<p>1.1 Applies the cycle of assessment, planning, implementation, and evaluation to support children's healthy development.</p>

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1.5 Promoting Cognitive Development Implements practices that promote children’s cognitive development.	1.5 Supports children’s cognitive development. 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development.
1.6 Promoting Language Development Creates a language-rich environment and implements practices that support children’s language development.	1.6 Supports children’s language and literacy development.
1.7 Promoting Social and Emotional Development Implements practices that promote children’s social and emotional development.	1.2 Encourages children’s social and emotional development 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development.
1.8 Promoting Physical Development Includes activities that involve the arts, physical education, and play to enhance motor development and sensory development.	1.4 Supports children’s gross, fine, and graphomotor development. 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development.
1.9 Promoting the Development and Learning of Emergent Multilingual Learners Supports emergent multilingual learners to develop home languages and proficiency in English.	1.7 Encourages and supports English Language Learners.
1.10 Promoting Cognitive Processes and Learning Dispositions Implements practices that promote the cognitive processes of attention, memory, perception, language, and cognitive flexibility and reasoning, needed for children to learn and develop positive approaches to learning.	1.3 Helps children achieve self-regulation and acquire coping skills. 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development.
1.11 Supporting the Development of Children Facing Chronic Stress, Adversity and Trauma Experiences Implements trauma-informed approaches that support children experiencing chronic stress, adversity and/or trauma and to support the holistic well-being of all children.	
1.12 Promoting Literacy Development Uses knowledge of child development and an understanding of literacy learning trajectories to support children’s literacy development through intentional interactions and explicit tiered teaching.	1.6 Supports children’s language and literacy development.

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1.13 Promoting Math Development Uses knowledge of child development and an understanding of math learning trajectories to support children's math development.	
1.14 Promoting Learning in Science Plans learning experiences that engage children in scientific practices and develop their scientific understanding.	
1.15 Promoting Learning in Social Studies Plans experiences in social studies that help children form and voice their opinions, identify and solve problems, work collaboratively, perceive diversity and inequality, and recognize the consequences of their behaviors and decisions.	
1.16 Promoting Children's use of Technology Supports children to learn how to use technology as a tool and to be critical consumers of technology.	
1.17 Promoting Visual Arts Integrates visual arts across the curriculum and support children's development of concepts and skills in the visual arts.	
1.18 Promoting Performing Arts Integrates music and drama across the curriculum and supports children's development of concepts and skills in music and drama.	1.8 Facilitates children's play to encourage motor, cognitive, language, social, and emotional development.
1.19 Promoting Learning in Engineering Plans learning experiences that engage children in engineering practices and explores design principles.	

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<p>Competency Area 2: Family and Community Engagement Early childhood educators work in partnership with families and communities to support children’s development and learning.</p>	<p>CBK 2: Family and Community Relationships The composition of the American family has been consistently changing over time, and the State of New York embodies this demographic shift. Professionals working with young children and their families must recognize and respect their cultures, ethnicities, languages, values, faiths, and belief systems, and thus be able to effectively support children’s development and learning. Family, in any form, is the first group a child comes in contact with upon birth. The family sustains the child’s growth and development, begins the processes of socialization and self-regulation, and provides the first learning environment. Professionals working with young children must acknowledge the role families play in every child’s life and strive to form respectful partnerships to generate trust and open relationships so that children thrive in settings outside of their own homes.</p>
<p>2.1 Relationship with Families Initiates and sustains positive, reciprocal relationships with families.</p>	<p>2.1 Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities. 2.2 Communicates regularly, respectfully, and effectively with families.</p>
<p>2.2 Collaboration and Support Collaborates with and supports families to promote children’s development and learning.</p>	<p>2.3 Provides families with opportunities to learn and develop skills to help their children achieve desired outcomes at the program, at home, and in the community. 2.4 Shares responsibility, collaborates with families, and involves them in decision-making. 2.5 Helps connect families with needed resources and services. 2.6 Supports families through transitions within and between programs.</p>

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<p>Competency Area 3: Observation and Assessment Early childhood educators use observation, documentation, and assessment to monitor children's development and learning and to support planning and decision-making.</p>	<p>CBK 3: Observation and Assessment Observation and assessment form an ongoing cycle that is the basis for making educational decisions. Both must be done intentionally and provide a rationale for curriculum planning, adjustments, and accommodations. Professionals working with young children must observe constantly and maintain documentation of such observations, which must take place in all spaces, at all times, and over time so as to form the most complete picture possible of a child. Highly effective educators find the best ways to record essential information on the children they serve. Assessment, the systematic collection of information and the subsequent analysis of a child's growth and development processes, must also take place continually over time and utilize tools that are congruent with what is known about developmentally appropriate and culturally responsive practice. The cycle of observation and assessment informs curriculum planning and evaluation of educational goals for children and programs.</p>
<p>3.1 Authentic Assessment Uses a process for ongoing authentic assessment to make important decisions about how to support children's ongoing development and learning.</p>	<p>3.1 Uses observation and assessment tools to support children's development and learning.</p>
<p>3.2 Family Involvement in Assessment Promotes family involvement in the assessment process and works as a team with families to gather information using multiple developmentally appropriate tools to identify children's strengths, needs, interests, and preferences across all developmental domains.</p>	<p>3.3 Builds positive, productive assessment partnerships with families and colleagues.</p>
<p>3.3 Responsible Assessment Are critical consumers of assessments and use assessments for the purposes for which they were intended and validated.</p>	<p>3.2 Practices responsible assessment.</p>
<p>3.4 Assessment for Planning and Progress Monitoring Uses assessment to plan curriculum and teaching, to continuously understand and measure children's development, and to make decisions about how to enhance the quality of the learning environment and adjust teaching and caregiving practice.</p>	<p>3.4 Practices responsible reporting of assessment results.</p>

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3.5 Sharing Assessment Information Practices responsible sharing of assessment information throughout the assessment process and during more formal meetings like conferences, transition meetings, or Individualized Family Service Plan (ISFP) and Individualized Education Program (IEP) meetings.	3.4 Practices responsible reporting of assessment results.
3.6 Screening and Diagnostic Assessment Effectively uses screening and diagnostic assessment to ensure that all children receive the instruction, services, and support they need to learn and develop to their full potential.	3.6 Practices responsible formal evaluation and reporting procedures.
3.7 Assessing Emergent Multilingual Learners Uses recommended practices to assess multilingual learners.	

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Competency Area 4: Learning Environment

Early childhood educators use their knowledge of individual children and an understanding of child development and learning to create healthy learning environments.

CBK 4: Environment and Curriculum

The essence of the work of an early childhood educator lies in the relationship between the educator and child, in combination with learning experiences and nurturing environments. The higher the quality of these relationships and experiences, the better the outcomes for the children. Ensuring quality learning experiences involves careful planning, implementation, and evaluation not only of the content of such experiences, but also of the physical and social settings that surround them. Environment and curriculum are interdependent parts of a continuum of care and education in early childhood settings. Decisions made in regards to one impact the other. Their foundations lie on the knowledge of children's growth and development as well as on their interests and strengths. Combined, these elements make up what is known as developmentally appropriate and emotionally responsive practice. Furthermore, best practices in early childhood education prepare young children for successful futures as contributing members of society. In thinking of environment and curriculum, an early education must encompass several aspects. First, both environment and curriculum must be designed for the children. Secondly, learning takes place everywhere, so in preparing the environment and planning curriculum professionals must include in their thinking all areas in the early childhood setting – indoors and outdoors. Thirdly, time plays a substantial role in learning and development, and professionals who work with young children must always keep in mind that respecting the child's need to repeat, revisit, and reflect on earlier experiences leads to deeper understandings and consequently richer learning. Lastly, aesthetically pleasing and well-designed surroundings facilitate children's relationships with people and materials, therefore laying the foundations for exploration, interaction, and meaningful connections.

4.1 Schedules

Develops and implements schedules that are predictable, responsive to children's needs, and promote cooperation, social interaction, and learning.

4.2 Creates an environment that is predictable, promotes interaction and learning, and is responsive to children's needs.

4.2 Routines and Transitions

Effectively guides children through routines and transitions, including those for arrival and departure.

4.2 Creates an environment that is predictable, promotes interaction and learning, and is responsive to children's needs.

4.3 Physical Space

Arranges physical space and materials to maximize safety and accessibility and to promote learning, reflection, self-management, and social interaction.

4.6 Arranges a learning environment that is well organized, aesthetically pleasing, promotes reflection, and extends learning.
4.7 Arranges and facilitates the use of the physical space and materials in ways that support healthy development, self-management, and cooperation.

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4.5 Adult Awareness Circulates among children and pay close attention to their play and learning to ensure health and safety.	5.4 Takes precautions that protect children's health and maintains a healthy learning environment. 5.6 Takes appropriate precautions and follows applicable procedures to ensure a safe learning environment a healthy learning environment.
4.6 Positive Awareness Builds genuine, positive relationships with every child and provides consistent, nurturing, and responsive care to all children.	4.1 Creates genuine, supportive relationships with children.
4.7 Respectful and Affirming Climate Creates affirming learning environments where all children are seen, valued and experience belonging; and that reflect, include, and sustain children's cultural and linguistic backgrounds.	4.4 Creates an environment that values the inclusion of all children.
4.8 Supporting Positive Behavior Uses positive guidance and behavior management strategies appropriate for the children's age, development, and characteristics; promotes cooperation and social interaction; and mitigates challenging behavior.	4.3 Works to effectively and calmly address challenging behavior.
4.9 Social-Emotional Learning and Community Building Utilizes social-emotional learning strategies and instruction to build community and to help children interact, develop friendships, play and learn productively, and foster positive mindsets for learning.	4.5 Fosters a sense of community by encouraging interaction, empathy, connectedness, responsibility, and independence.
4.10 Social-Emotional Learning for Social Justice and Citizenship Uses social-emotional learning to support children's development of a positive identity, sense of belonging, and agency, as well as their commitment to active citizenship and social justice.	
4.11 Adult Cooperation and Teamwork Cooperates with fellow staff to maximize children's effective care and learning and to contribute to a positive group or classroom climate.	

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<div>5</div> <div>2024 Edition</div>	<div>Previous Edition</div>
<p>Competency Area 5: Curriculum and Teaching Early childhood educators use their knowledge of individual children and an understanding of child development and learning to design effective, engaging learning experiences.</p>	<p>CBK 4: Environment and Curriculum The essence of the work of an early childhood educator lies in the relationship between the educator and child, in combination with learning experiences and nurturing environments. The higher the quality of these relationships and experiences, the better the outcomes for the children. Ensuring quality learning experiences involves careful planning, implementation, and evaluation not only of the content of such experiences, but also of the physical and social settings that surround them. Environment and curriculum are interdependent parts of a continuum of care and education in early childhood settings. Decisions made in regards to one impact the other. Their foundations lie on the knowledge of children's growth and development as well as on their interests and strengths. Combined, these elements make up what is known as developmentally appropriate and emotionally responsive practice. Furthermore, best practices in early childhood education prepare young children for successful futures as contributing members of society. In thinking of environment and curriculum, an early education must encompass several aspects. First, both environment and curriculum must be designed for the children. Secondly, learning takes place everywhere, so in preparing the environment and planning curriculum professionals must include in their thinking all areas in the early childhood setting – indoors and outdoors. Thirdly, time plays a substantial role in learning and development, and professionals who work with young children must always keep in mind that respecting the child's need to repeat, revisit, and reflect on earlier experiences leads to deeper understandings and consequently richer learning. Lastly, aesthetically pleasing and well-designed surroundings facilitate children's relationships with people and materials, therefore laying the foundations for exploration, interaction, and meaningful connections.</p>
<p>5.1 Curriculum Implementation Responsibilities Fulfills essential responsibilities when planning and implementing curriculum for young children.</p>	<p>4.9 Adopts or designs meaningful curriculum for young children.</p>
<p>5.2 Using a Multitiered Curriculum Framework Uses a multitiered instruction system as the curriculum framework to meet diverse learners' needs.</p>	<p>4.11 Plans and implements interventions to help children meet developmental and learning goals.</p>
<p>5.3 Integrated Teaching and Learning Approaches Combines child-directed play, adult-led learning, and guided play to encourage all children to explore, solve problems, communicate, think, create, construct ideas and understandings, build friendships, and learn from and with peers.</p>	<p>4.8 Uses approaches to learning that build on children's natural curiosity, deepen children's knowledge and awareness, and sustain active engagement with ideas and materials.</p>

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<p>5.4 Promoting Learning through Play Intentionally promotes play to engage children in learning.</p>	<p>4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials. 4.9 Adopts or designs meaningful curriculum for young children. 4.11 Plans and implements interventions to help children meet developmental and learning goals.</p>
<p>5.5 Conversations and Interactions Uses back-and-forth conversation patterns and intentional interactions to show interest and enjoyment in children’s communication efforts and to extend language development and conceptual understanding,</p>	<p>1.6 Supports children’s language. 4.1 Creates genuine, supportive relationships with children.</p>
<p>5.6 Planning and Designing Learning Experiences Plans learning experiences that deepen and extend children’s knowledge, understanding, and skills.</p>	<p>4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials.</p>
<p>5.7 Materials, Resources, and Technology Early childhood educators intentionally use instructional materials, resources, and technology to enhance development, learning, and positive approaches to learning.</p>	<p>4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials. 4.9 Adopts or designs meaningful curriculum for young children. 4.10 Makes sound decisions for selecting and using technology and media to enhance teaching and learning.</p>
<p>5.8 Instructional Strategies to Support Motivation and Engagement Implements instructional strategies aligned with universal design for learning that support children’s motivation and sustain engagement.</p>	<p>4.6 Arranges a learning environment that is well organized, aesthetically pleasing, promotes reflection, and extends learning. 4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials.</p>
<p>5.9 Instructional Strategies to Support Children’s Access to Content Implements instructional strategies aligned with universal design for learning to provide multiple means of representing information to ensure all children can access and participate in meaningful, challenging learning experiences.</p>	<p>4.9 Adopts or designs meaningful curriculum for young children. 4.10 Makes sound decisions for selecting and using technology and media to enhance teaching and learning.</p>

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<p>5.10 Instructional Strategies to to Promote Understanding Uses instructional strategies aligned with universal design for learning to support children’s ability to actively process and apply new information.</p>	<p>4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials. 4.11 Plans and implements interventions to help children meet developmental and learning goals.</p>
<p>5.11 Instructional Strategies to Help Children Express Themselves and Navigate the Learning Environment Implements instructional strategies aligned with universal design for learning to provide multiple means for children to navigate the learning environment and express what they know.</p>	<p>4.6 Arranges a learning environment that is well organized, aesthetically pleasing, promotes reflection, and extends learning. 4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials.</p>
<p>5.12 Instructional Strategies to to Support Executive Function Implements instructional strategies aligned with universal design for learning to support children’s executive function throughout learning experiences.</p>	<p>4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials. 4.11 Plans and implements interventions to help children meet developmental and learning goals.</p>

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<p>Competency Area 6: Health, Safety, and Nutrition Early childhood educators maintain and promote children's physical and mental health, safety, and well-being.</p>	<p>CBK 5: Health, Safety, and Nutrition Children's safety is the first and foremost responsibility of adults who provide care for them. Safety encompasses not only the physical aspect but also the social and the emotional aspects. Professionals working with young children must be knowledgeable of and meet all requirements dictated by laws and regulations regarding health, safety, and nutrition. These include regular maintenance of the physical environment and all materials and equipment accessible to children; familiarity with signs and symptoms of abuse and neglect and of domestic violence, as well as the course of action to take whenever necessary as mandated reporters; understanding of the importance of good nutrition to support healthy growth and physical, social, emotional, and cognitive development; and recognition of their role as advocates for policies and procedures that ensure the welfare of children and families.</p>
<p>6.1 Expectations and Requirements Fulfills expectations outlined by applicable regulatory agencies and meet training requirements in topics essential to children's health, safety, and nutrition.</p>	<p>5.1 Has current, valid documentation of training in topics essential to children's health, safety, and nutrition. 5.2 Maintains organized, accessible, and up-to-date records related to the health, safety, and nutrition of the children in their care. 5.3 Is aware of and follows proper procedures as outlined by the applicable regulatory agencies. 5.6 Takes appropriate precautions and follows applicable procedures to ensure a safe learning environment a healthy learning environment.</p>
<p>6.2 Protecting and Promoting Healthy Development and Well-Being Implements actions and practices to prevent injury, illness, and emergencies and that promote the physical and mental safety, development, and well-being of the young children in their care.</p>	<p>5.4 Takes precautions that protect children's health and maintains a healthy learning environment. 5.5 Applies practices that encourage positive health behaviors and support the physical and mental well-being of children and families.</p>

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<p>Competency Area 7: Professional Engagement Early childhood educators fulfill professional responsibilities, contribute productively to relationships with families, colleagues, and the field, and commit to continuous practice improvement.</p>	<p>CBK 6: Professionalism and Leadership Professionalism in the early care and education field requires a commitment to providing the highest possible quality services to children and their families, to life-long personal and professional growth and learning, and to ethical conduct. These are the basis for making educated decisions and being able to reflect on and adjust planning and practice. Professionalism involves collaboration and embracing responsibility. It involves having the curiosity and drive to search for information in order to gain an understanding of pertinent issues, especially those pertaining to the education of children. It also involves the ability to advocate for children and for high-quality early care and education. Leadership denotes not only holding formal positions of authority, but also possessing the qualities of vision, skill, and initiative that provide inspiration and a sense of security to others. Leadership is often evident in individuals regardless of their title. Professionals who exhibit such qualities and utilize them to facilitate the growth and development of others are leaders and carry the ensuing responsibilities of actively helping to shape the profession. Early childhood education relies on excellence in leadership. Providing vision, expressing high expectations, and demonstrating mutual respect for all parties are hallmarks of great leadership.</p>
<p>7.1 Professional Responsibility Takes care of their well-being and fulfill professional and ethical responsibilities and requirements.</p>	<p>6.1 Uses and follows all relevant ethical standards and professional guidelines.</p>
<p>7.2 Professional Reflection, Social Awareness, and Relationships Is reflective, socially aware, and demonstrates cultural competence with colleagues, families, and other professionals.</p>	<p>6.2 Develops the dispositions to effectively support young children and their families. 2.1 Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities.</p>
<p>7.3 Professional Relationships and Communication Uses effective communication skills, including technology-mediated strategies, to collaborate with colleagues and families.</p>	<p>6.3 Displays professionalism in practice. 2.2 Communicates regularly, respectfully, and effectively with families.</p>
<p>7.4 Ongoing Professional Learning Engages in ongoing professional learning to improve the quality of their practice.</p>	<p>6.4 Exhibits commitment to ongoing growth and learning.</p>
<p>7.5 Professional Community and Contributions Contributes to their program and to the field.</p>	<p>6.5 Exhibits classroom and program leadership skills. 6.6 Advocates for appropriate practices within the early childhood field.</p>