

## Standard to Domain Alignment Overview

Professional Standards and Competencies for Early Childhood Educators	RI Workforce Knowledge and Competencies (Teachers/EI & Special Educators, Teacher Assistants, Family Care Child Educators)
Standards	Domains
Standard 1: Child Development and Learning in Context	Domain 3: Development and Learning
Standard 2: Family-Teacher Partnerships and Community Connections	Domain 2: Family Engagement
Standard 3: Child Observation, Documentation, and Assessment	Domain 5: Child Assessment
Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Domain 2: Family Engagement Domain 4: Curriculum Domain 5: Child Assessment Domain 6: Professionalism
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Domain 4: Curriculum
Standard 6: Professionalism as an Early Childhood Educator	Domain 6: Professionalism

Key Competencies to Subdomains Alignment

Professional Standards and Competencies for Early Childhood Educators	RI Workforce Knowledge and Competencies
Standard 1: Child Development and Learning in Context	Domain 3: Development and Learning
Key Competencies	Subdomains
1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.	<b>DL 1: Child Development</b> DL 1a: General Knowledge of Domains, Stages, and Milestones
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	<b>DL 2: Influences on Development and Learning</b> DL 2a: Individual Needs and Differences DL 2d: Identified Special Needs
1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	<b>DL 1: Child Development</b> DL 1b: Fostering Healthy Attachment  <b>DL 2: Influences on Development and Learning</b> DL 2b: Environmental Influences DL 2c: Individual Needs and Differences
1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.	<b>DL 1: Child Development</b> DL 1a: General Knowledge of Domains, Stages, and Milestones DL 1b: Fostering Healthy Attachment  <b>DL 2: Influences on Development and Learning</b> DL 2a: Individual Needs and Differences DL 2b: Environmental Influences DL 2c: Individual Needs and Differences DL 2d: Identified Special Needs

Key Competencies to Subdomains Alignment

Professional Standards and Competencies for Early Childhood Educators	RI Workforce Knowledge and Competencies
Standard 2: Family–Teacher Partnerships and Community Connections	Domain 2: Family Engagement
Key Competencies	Subdomains
2a: Know about, understand, and value the diversity of families.	<p><b>FE 1: Creating Respectful, Responsive, Reciprocal Relationships with Families</b> FE 1a: Family Systems</p>
2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.	<p><b>FE 1: Creating Respectful, Responsive, Reciprocal Relationships with Families</b> FE 1b: Communication FE 1c: Professional Relationships</p> <p><b>FE 2: Engaging Families in Their Children’s Development and Learning</b> FE 2a: Creating Opportunities for Families to be Actively Engaged in their Child’s Education</p>
2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.	<p><b>FE 2: Engaging Families in Their Children’s Development and Learning</b> FE 2b: Working with Families of Children with Special Needs</p> <p><b>FE 3: Utilizing Community Resources to Support Families</b> FE 3a: Knowledge of Community Resources FE 3b: Connecting Families with Resources</p>

Key Competencies to Subdomains Alignment

Professional Standards and Competencies for Early Childhood Educators	RI Workforce Knowledge and Competencies
Standard 3: Child Observation, Documentation, and Assessment	Domain 5: Child Assessment
Key Competencies	Subdomains
<p>3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p>	<p><b>A 1: Knowledge of Early Childhood Assessment</b></p> <p><b>A 4: Practicing Responsible Assessment</b></p> <p><b>A 5: Gathering Assessment Information from Multiple Sources Using a Variety of Methods</b></p> <p><b>A 6: Documenting and Organizing Assessment Data</b></p> <p><b>A 7: Using Assessment Data in Curriculum Planning</b> (including for use in planned interventions and referral for special services)</p>
<p>3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.</p>	<p><b>A 1: Knowledge of Early Childhood Assessment</b></p> <p><b>A 2: Implementing a Comprehensive Assessment Plan and Conducting Developmentally Appropriate Authentic Assessments</b> (ongoing, natural settings, meaningful activities)</p> <p><b>A 5: Gathering Assessment Information from Multiple Sources Using a Variety of Methods</b></p>

Key Competencies to Subdomains Alignment

<p>3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.</p>	<p><b>A 1: Knowledge of Early Childhood Assessment</b></p> <p><b>A 2: Implementing a Comprehensive Assessment Plan and Conducting Developmentally Appropriate Authentic Assessments</b> (ongoing, natural settings, meaningful activities)</p> <p><b>A 3: Conducting Formal Assessments</b></p> <p><b>A 4: Practicing Responsible Assessment</b></p> <p><b>A 7: Using Assessment Data in Curriculum Planning</b> (including for use in planned interventions and referral for special services)</p>
<p>3d: Build assessment partnerships with families and professional colleagues.</p>	<p><b>A 4: Practicing Responsible Assessment</b></p> <p><b>A 8: Communicating Assessment Data to Others</b> (families, other professionals)</p>

Key Competencies to Subdomains Alignment

Professional Standards and Competencies for Early Childhood Educators	RI Workforce Knowledge and Competencies
Standard 4: Developmentally, Culturally, and Linguistically Appropriate Content in the Early Childhood Curriculum	Domain 4: Curriculum
Key Competencies	Subdomains
<p>4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.</p>	<p><b>C 2: Process</b>            C b: Interactions between Children            C 2c: Interactions with Adults  <b>C 3: Teaching and Facilitating</b>            C 3b: Developing Positive Relationships and Interactions</p>
<p>4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.</p>	<p><b>C 3: Teaching and Facilitating</b>            C 3a: Repertoire of Instructional Approaches  <b>C 2: Process</b>            C 2a: Play            C 2e: Individual Ways of Knowing and Learning</p>
<p>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p>	<p><b>C 2: Process</b>            C 2d: Interactions with Materials            C 2e: Individual Ways of Knowing and Learning  <b>C 3: Teaching and Facilitating</b>            C 3a: Repertoire of Instructional Approaches  <b>C 4: Context</b>            C 4a: Environment            C 4b: Materials            C 4c: Daily Schedule</p>

Key Competencies to Subdomains Alignment

Professional Standards and Competencies for Early Childhood Educators	RI Workforce Knowledge and Competencies
<b>Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</b>	<b>Domain 2: Family Engagement</b>
<b>Key Competencies</b>	<b>Subdomains</b>
4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.	<b>FE 1: Creating Respectful, Responsive, Reciprocal Relationships with Families</b> FE 1a: Family Systems FE 1b: Communication FE 1c: Professional Relationships
	<b>Domain 5: Child Assessment</b>
<b>Key Competencies</b>	<b>Subdomains</b>
4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.	<b>A 2: Implementing a Comprehensive Assessment Plan and Conducting Developmentally Appropriate Authentic Assessments</b> (ongoing, natural settings, meaningful activities)  <b>A 4: Practicing Responsible Assessment</b>
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.	<b>A 2: Implementing a Comprehensive Assessment Plan and Conducting Developmentally Appropriate Authentic Assessments</b> (ongoing, natural settings, meaningful activities)  <b>A 4: Practicing Responsible Assessment</b>  <b>A 7: Using Assessment Data in Curriculum Planning</b> (including for use in planned interventions and referral for special services)
	<b>Domain 6: Professionalism</b>
<b>Key Competencies</b>	<b>Subdomains</b>
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.	<b>P 3: Valuing Diversity</b>

Key Competencies to Subdomains Alignment

Professional Standards and Competencies for Early Childhood Educators	RI Workforce Knowledge and Competencies	
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Domain 4: Curriculum	
Key Competencies	Subdomains	
<p>5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.</p>	<p><b>C 1: Content</b>            C 1a: Physical Health and Motor Development            C 1b: Social/Emotional Development            C 1c: Language Development            C 1d: Literacy</p>	<p>C 1e: Cognitive            C 1f: Mathematics            C 1g: Science            C 1h: Social Studies            C 1i: Creative Arts</p>
<p>5b: Understand pedagogical content knowledge— how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.</p>	<p><b>C 1: Content</b>            C 1a: Physical Health and Motor Development            C 1b: Social/Emotional Development            C 1c: Language Development            C 1d: Literacy</p>	<p>C 1e: Cognitive            C 1f: Mathematics            C 1g: Science            C 1h: Social Studies            C 1i: Creative Arts</p>
<p>5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</p>	<p><b>C 5: Building Meaningful Curriculum</b>            C 5a: Integrating the Four Components            C 5b: Incorporating Meaningful Factors            C 5c: Utilizing Child Assessment Data            C 5d: Utilizing Curriculum Resources</p>	



Key Competencies to Subdomains Alignment

Professional Standards and Competencies for Early Childhood Educators	RI Workforce Knowledge and Competencies
<b>Standard 6: Professionalism as an Early Childhood Educator</b>	<b>Domain 6: Professionalism</b>
<b>Key Competencies</b>	<b>Subdomains</b>
6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.	<b>P 1: Identifying and Involving Oneself with the Early Childhood Profession</b>  <b>P 3: Valuing Diversity</b>  <b>P 4: Advocating for Children, Families, and the Profession</b>
6b: Know about and uphold ethical and other early childhood professional guidelines.	<b>P 2: Ethical Standards and Professional Guidelines</b>
6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.	<b>FE 1: Creating Respectful, Responsive, Reciprocal Relationships with Families</b> FE 1b: Communication FE 1c: Professional Relationships
6d: Engage in continuous, collaborative learning to inform practice.	<b>P 1: Identifying and Involving Oneself with the Early Childhood Profession</b>  <b>P 5: Commitment to Ongoing Professional Development</b>  <b>P 6: Fostering Respectful, Collaborative Relationships with Other Professionals</b>
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	<b>P 5: Commitment to Ongoing Professional Development</b>