

P2P DECISION CYCLE 2: PROFESSIONAL COMPETENCIES (GENERALIST)

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The second cycle addressed the question of how to use our existing resources and arrive at a set of agreed-upon standards and competencies that encompass required knowledge and skills for all individuals within the early childhood education profession, as defined in Decision Cycle 1.

Source document

- [Consensus Draft for Decision Cycle 2 approved by the P2P Task Force](#)

Summary statements

1. Early childhood educators are defined by their mastery of knowledge, skills and competencies.
2. As highlighted in [Transforming the Workforce for Children Birth through Age 8: a Unifying Foundation](#), there are competencies and standards that influence the preparation and practice of the early childhood education profession as it exists today. The competencies and standards that exist today, however, have varying intentions, are focused on various segments of the early childhood education field (i.e., infant and toddler educators, PreK-3rd grade educators, educators working with children with special needs) and have varying degrees of influence in policies and systems.
3. The Power to the Profession Task Force recommends 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs be more explicitly positioned as the foundation for the standards and competencies of the early childhood educator profession with specific expectations and conditions.
4. These expectations and conditions are listed below:
 - NAEYC shall prioritize a revision of the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs. The revision will be an inclusive and collaborative process, ensuring representation by subject matter experts as well as the organizations whose competency documents will be considered (see third bullet).
 - The revised standards are reframed as “Professional Knowledge and Competencies for Early Childhood Educators” or “Professional Knowledge and Competencies for the Early Childhood Education Profession”. These standards will then be intended for wide use and adoption by the profession to develop individual licensing, preparation program accreditation, credentialing and other core components of the profession.
 - The standards are reviewed in light of the most recent science, research and evidence, with particular consideration to:
 - Potential missing elements identified in the *Transforming the Workforce* report, including teaching subject matter specific content, addressing stress and adversity,

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fostering socioemotional development, working with dual language learners and integrating technology in curricula.

- The following competency documents:
 - Council for Exceptional Children - [Special Educator Professional Preparation Initial and Advanced Standards](#), the [Early Childhood Special Education/Early Intervention Specialty Set](#) (Early Intervention/Early Childhood Special Education)
 - [DEC Recommended Practices](#) (Evidence based practices necessary for high quality inclusive programs for all children birth to age 8)
 - [Council for Professional Recognition - Child Development Associate \(CDA\) Competency Standards](#) (for center-based: Infant/Toddler and Preschool; Family Child Care; and Home Visitor)
 - [National Board for Professional Teaching Standards - Early Childhood Generalist Standards](#) (for teachers of students ages 3 to 8)
 - [ZERO TO THREE - Critical Competencies for Infant-Toddler Educators](#) (for educators supporting children birth to age 3)
- Elevation of inclusion, diversity, and equity beyond the currently integrated approach to fully capture the depth and breadth of these issues.

5. On July 26, 2017, the NAEYC Governing Board met and accepted the recommendations made by the Power to the Profession Task Force for Decision Cycle 2.

Review (Points to note)

- Note the systems that will be influenced by professional standards and competencies. They include:
 - Higher education-based and non-higher education based preparation programs
 - Training programs
 - Professional development and support
 - Staff performance evaluations
 - Exams and professional assessments
 - Higher education accreditation
 - Educator certification, credentialing and/or licensure
 - Professional registries and databases
 - Training/trainer approval and more

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Reflect (questions to consider)

- The Task Force decided to build on what exists and not start with a blank slate. What are the pros and cons of this decision?
- What should early childhood educators know and be able to do?
- Should these competencies include dispositions? If so, which dispositions are important to include?
- The expertise of higher education faculty, program administrators, and trainers are particularly critical for this Decision Cycle. How can we increase engagement and feedback from this segment of the field?

Respond (join and inform the movement)

- [Sign-up](#) to inform unifying decisions and receive updates. Invite others to sign-up.
- Organize a Power to the Profession discussion (or series of discussions) with your work colleagues (i.e. an informal lunch discussion, designate time during a staff meeting, etc.)
- [Co-host](#) a Power to the Profession convening in your community. This can include focus sessions, panels, keynote addresses, and workshops at local, state, and national meetings/conferences.
- [Share](#) your burning questions and reflections.
- Let's chat during our [virtual office hours](#).