

Appendices

Appendix I: Crosswalks

ZERO TO THREE Critical Competencies for Infant–Toddler Educators™ was developed to fill an identified gap in explicit teaching guidance for infant–toddler educators. ZERO TO THREE discussed specific gaps and the plan to address some of them within the *Critical Competencies* with partners that own related criteria for the early care and education and allied fields. These partners supported ZERO TO THREE’s goal of complementing existing infant–toddler educator efforts, including the related criteria they own. They generously agreed to review and confirm the relationships between the *Critical Competencies* and their related criteria.

- While related, our partners’ criteria are also unique in purpose, focus, level, and/or targeted professional.
- The crosswalk illustrates how these criteria can be used together to support the preparation and professional development of infant–toddler educators.

ZERO TO THREE would like to thank these partners again for their generosity of time and commitment to the shared vision of a well-supported early childhood workforce that supports young children’s optimal learning and development.

In this appendix, ZERO TO THREE also suggests alignment of the *Critical Competencies* with:

- selected infant–toddler/teacher observation tools in Crosswalk Table 2, as examples of how observation tools can help educators document their demonstration of critical skills
- the new Head Start Early Learning Outcomes Framework (U.S. Department of Health and Human Services, 2015) in Crosswalk Table 3, as one example of the relationship between child outcomes and the critical teacher competencies that support children’s achievement of these developmental milestones

Related Criteria

Crosswalk Table 1 outlines the relationship between *ZERO TO THREE Critical Competencies for Infant-Toddler Educators™* with our partners' related professional criteria. The table provides a high-level crosswalk agreed upon by ZERO TO THREE and the owners of the listed criteria. Crosswalk Table 1 includes the following related criteria for the early care and education and allied fields:

- [National Association for the Education of Young Children's \(NAEYC\) Standards for Early Childhood Professional Preparation](#) (NAEYC, 2009)
- Council for Professional Recognition's [Child Development Associate \(CDA\) Credential™ competency standards](#) (n.d.)
- [Michigan Association for Infant Mental Health \(MI-AIMH\) Competency Guidelines® for Infant Family Associates](#) (2014)
- [Division for Early Childhood's \(DEC\) Recommended Practices in Early Intervention/Early Childhood Special Education](#) (2014)
- [WestEd's Program for Infant/Toddler Care \(PITC\) topics and objectives](#) (n.d.)
- Collaborative for Understanding the Pedagogy of Infant/Toddler Development's (CUPID) [Draft Competencies for the Infant/Toddler Workforce](#) (2015)
- [Center for the Study of Social Policy's Strengthening Families™ Protective Factors](#) (n.d.)

Crosswalk Table 1: Related Professional Criteria

Related Criteria	<i>ZERO TO THREE Critical Competencies for Infant-Toddler Educators™</i> : Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
<p>NAEYC Standards for Early Childhood Professional Preparation</p> <p><i>Note: criteria relationships apply across all 3 areas of the ZERO TO THREE Critical Competencies</i></p>	<p>Primary relationship to:</p> <p><i>Standard 4. Approaches to Teaching and Learning</i></p> <ul style="list-style-type: none"> • 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children • 4b: Knowing and understanding effective strategies and tools for early education • 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches • 4d: Reflecting on their own practice to promote positive outcomes for each child <p>Additional related criteria:</p> <p><i>Standard 1. Promoting Child Development and Learning</i></p> <ul style="list-style-type: none"> • 1a: Knowing and understanding young children's characteristics and needs • 1b: Knowing and understanding the multiple influences on development and learning • 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments <p><i>Standard 2. Building Family and Community Relationships</i></p> <ul style="list-style-type: none"> • 2a: Knowing about and understanding diverse family and community characteristics • 2b: Supporting and engaging families and communities through respectful, reciprocal relationships • 2c: Involving families and communities in their children's development and learning 		

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Related Criteria	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
NAEYC Standards for Early Childhood Professional Preparation (contd.)	<p><i>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</i></p> <ul style="list-style-type: none"> • 3a: Understanding the goals, benefits, and uses of assessment • 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches • 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child <p><i>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</i></p> <ul style="list-style-type: none"> • 5a: Understanding content knowledge and resources in academic disciplines • 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines • 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child 		

Related Criteria	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
CDA Credential™ competency standards (by knowledge areas)	<p>Primary relationship to: <i>Subject Area 3: Supporting children’s social and emotional development</i></p> <ul style="list-style-type: none"> • Adult modeling, self-esteem, self-regulation, socialization, cultural identity, conflict resolution <p>Additional related criteria: <i>Subject Area 1: Planning a safe, healthy learning environment</i></p> <ul style="list-style-type: none"> • Safety, first aid, health, nutrition, space planning, materials and equipment, play <p><i>Subject Area 2: Advancing children’s physical and intellectual development</i></p> <ul style="list-style-type: none"> • Large and small muscle, language and literacy, discovery, art, music, mathematics, social studies, science, technology, and dual language learning <p><i>Subject Area 4: Building productive relationships with families</i></p> <ul style="list-style-type: none"> • Parent involvement, home visits, parent conferences, referrals, communication strategies 	<p>Primary relationship to: <i>Subject Area 2: Advancing children’s physical and intellectual development</i></p> <ul style="list-style-type: none"> • Large and small muscle, language and literacy, discovery, art, music, mathematics, social studies, science, technology, and dual language learning <p>Additional related criteria: <i>Subject Area 1: Planning a safe, healthy learning environment</i></p> <ul style="list-style-type: none"> • Safety, first aid, health, nutrition, space planning, materials and equipment, play <p><i>Subject Area 3: Supporting children’s social and emotional development</i></p> <ul style="list-style-type: none"> • Adult modeling, self-esteem, self-regulation, socialization, cultural identity, conflict resolution <p><i>Subject Area 4: Building productive relationships with families</i></p> <ul style="list-style-type: none"> • Parent involvement, home visits, parent conferences, referrals, communication strategies <p><i>Subject Area 7: Observing and recording children’s behavior</i></p> <ul style="list-style-type: none"> • Tools and strategies for objective observation and assessment of children’s behavior and learning to plan curriculum and individualize teaching, developmental delays, intervention strategies, individual education plans <p><i>Subject Area 8: Understanding principles of child development and learning</i></p> <ul style="list-style-type: none"> • Typical developmental expectations for children from birth through age 5, individual variation including children with special needs, cultural influences on development 	

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Related Criteria	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
CDA Credential™ competency standards (by knowledge areas) (contd.)	<p><i>Subject Area 7: Observing and recording children’s behavior</i></p> <ul style="list-style-type: none"> Tools and strategies for objective observation and assessment of children’s behavior and learning to plan curriculum and individualize teaching, developmental delays, intervention strategies, individual education plans <p><i>Subject Area 8: Understanding principles of child development and learning</i></p> <ul style="list-style-type: none"> Typical developmental expectations for children from birth through age 5, individual variation including children with special needs, cultural influences on development 		

Related Criteria	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
MI-AIMH Competency Guidelines® for Infant Family Associate (Level 1) <i>Notes: Criteria relationships apply across all 3 areas of the ZERO TO THREE Critical Competencies. MI-AIMH demonstration statements are bulleted, followed by knowledge or skill areas in brackets.</i>	<p>Primary relationship to: <i>Direct Service Skills</i></p> <ul style="list-style-type: none"> Uses example, encouragement, and own life experience to: ... Create nurturing, stable infant/young child-care-giver relationships [Advocacy, Responding with Empathy] Provides direct care and teaching/developmental activities to children and families with multiple, complex risk factors to help ensure ... optimal development of the child in all domains (physical, emotional, cognitive) [Life Skills, Responding with Empathy] Participates in formal and informal assessments of the infant’s/young child’s development, in accordance with standard practice [Screening and Assessment] ... Find pleasure in caring for their infants/young children [Life Skills] <p><i>Theoretical Foundations</i></p> <ul style="list-style-type: none"> Demonstrates awareness of conditions that optimize early infant brain development [Infant/Very Young Child Development and Behavior] Informally (and in some cases, formally) observes and assesses the infant/young child, parent, and parent-infant/young child relationship to identify landmarks of typical child development behavior and healthy, secure relationships [Relationship-Focused Practice; Attachment, Separation, Trauma, Grief and Loss] Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family’s culture [Cultural Competence] 		

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Related Criteria	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
MI-AIMH Competency Guidelines® for Infant Family Associate (Level 1) (contd.)	Additional related criteria: <i>Communicating</i> <ul style="list-style-type: none"> Actively listens to others; asks questions for clarification [Listening] Uses appropriate non-verbal behavior and correctly interprets others' non-verbal behavior [Listening, Speaking] <i>Thinking</i> <ul style="list-style-type: none"> Sees and can explain the “big picture” when analyzing situations [Analyzing Information] Sees and can explain the interactions of various factors [Maintaining Perspective] Considers difficult situations carefully [Exercises Sound Judgment] Evaluates alternatives prior to making decisions [Solving Problems] Generates new insights and workable solutions to issues related to effective relationship-based, family-centered care [Solving Problems] Defines, creates a sequence for, and prioritizes tasks necessary to perform role and meet the needs of families [Planning & Organizing] <i>Reflection</i> <ul style="list-style-type: none"> Remains open and curious [Curiosity] Keeps up-to-date on current and future trends in child development and relationship-based practice [Personal/ Professional Development] Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work [Self Awareness] 		

Related Criteria	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
DEC Recommended Practices in Early Intervention/ Early Childhood Special Education* <i>Note: primary relationship to instruction criteria and additional related criteria (in the areas of assessment, environment, and family), apply across all 3 areas of the ZERO TO THREE Critical Competencies</i>	Primary relationship to: <i>Interaction</i> <ul style="list-style-type: none"> <i>INT1.</i> Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions. <i>INT2.</i> Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support. 	Primary relationship to: <i>Interaction</i> <ul style="list-style-type: none"> <i>INT4.</i> Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child’s exploration, play, and social activity by joining in and expanding on the child’s focus, actions, and intent. <i>INT5.</i> Practitioners promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation. 	Primary relationship to: <i>Interaction</i> <ul style="list-style-type: none"> <i>INT3.</i> Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.

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Related Criteria	<i>ZERO TO THREE Critical Competencies for Infant-Toddler Educators™</i> : Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
<p>DEC Recommended Practices in Early Intervention/ Early Childhood Special Education*</p> <p>(contd.)</p>	<p>Primary relationship to:</p> <p><i>Instruction</i></p> <ul style="list-style-type: none"> • <i>INS1.</i> Practitioners, with the family, identify each child’s strengths, preferences, and interests to engage the child in active learning. • <i>INS2.</i> Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments. • <i>INS3.</i> Practitioners gather and use data to inform decisions about individualized instruction. • <i>INS4.</i> Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines. • <i>INS5.</i> Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities. • <i>INS6.</i> Practitioners use systematic instructional strategies with fidelity to teach skills and promote child engagement and learning. • <i>INS7.</i> Practitioners use explicit feedback and consequences to increase child engagement, play, and skills. • <i>INS8.</i> Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning. • <i>INS9.</i> Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior. • <i>INS10.</i> Practitioners implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning or the level of support needed by the family to achieve the child’s outcomes or goals. • <i>INS11.</i> Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language. • <i>INS12.</i> Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities. <p>Additional related criteria:</p> <p><i>Assessment</i></p> <ul style="list-style-type: none"> • <i>A3.</i> Practitioners use assessment materials and strategies that are appropriate for the child’s age and level of development and accommodate the child’s sensory, physical, communication, cultural, linguistic, social, and emotional characteristics. • <i>A4.</i> Practitioners conduct assessments that include all areas of development and behavior to learn about the child’s strengths, needs, preferences, and interests. • <i>A5.</i> Practitioners conduct assessments in the child’s dominant language and in additional languages if the child is learning more than one language. • <i>A6.</i> Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life. • <i>A7.</i> Practitioners obtain information about the child’s skills in daily activities, routines, and environments such as home, center, and community. • <i>A9.</i> Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child’s progress to revise instruction as needed. <p><i>Environment</i></p> <ul style="list-style-type: none"> • <i>E1.</i> Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences. • <i>E2.</i> Practitioners consider Universal Design for Learning principles to create accessible environments. • <i>E3.</i> Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences. 		

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Related Criteria	<i>ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas</i>		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
<p>DEC Recommended Practices in Early Intervention/ Early Childhood Special Education*</p> <p>(contd.)</p>	<ul style="list-style-type: none"> • <i>E4.</i> Practitioners work with families and other adults to identify each child’s needs for assistive technology to promote access to and participation in learning experiences. • <i>E5.</i> Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child’s access to and participation in learning experiences. • <i>E6.</i> Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains. <p><i>Family</i></p> <ul style="list-style-type: none"> • <i>F1.</i> Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity. • <i>F3.</i> Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances. • <i>F4.</i> Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs. • <i>F5.</i> Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities. • <i>F8.</i> Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child’s growth and development. 		

Related Criteria	<i>ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas</i>		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
<p>The Program for Infant/Toddler Care (PITC) module topics</p>	<p>Primary relationship to: <i>Module I: Social-Emotional Growth and Socialization</i></p> <ul style="list-style-type: none"> • Philosophical Foundations • Guidance and Discipline with Infants and Toddlers in Group Care • Understanding Children’s Behavior: Supporting the Individual Needs of Infants and Toddlers • Temperament: A Practical Approach to Meeting Individual Needs • Social-Emotional Milestones, Responsive Caregiving, and Identity 	<p>Primary relationship to: <i>Module I: Social-Emotional Growth and Socialization</i></p> <ul style="list-style-type: none"> • Guidance and Discipline with Infants and Toddlers in Group Care • Understanding Children’s Behavior: Supporting the Individual Needs of Infants and Toddlers <p><i>Module II: Group Care</i></p> <ul style="list-style-type: none"> • Environments for Group Care • More than Just Routine • Making It Happen: Small Groups and Individualized Care • Respectful Care 	<p>Primary relationship to: <i>Module I: Social-Emotional Growth and Socialization</i></p> <ul style="list-style-type: none"> • Philosophical Foundations • Guidance and Discipline with Infants and Toddlers in Group Care • Understanding Children’s Behavior: Supporting the Individual Needs of Infants and Toddlers • Temperament: A Practical Approach to Meeting Individual Needs

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Related Criteria	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
<p>The Program for Infant/Toddler Care (PITC) module topics (contd.)</p>	<p><i>Module II: Group Care</i></p> <ul style="list-style-type: none"> Philosophical Foundations Environments for Group Care More than Just Routine Making It Happen: Small Groups and Individualized Care Exploring Primary Caregiving and Continuity of Care Respectful Care <p>Additional related criteria: <i>Module III: Learning and Development</i></p> <ul style="list-style-type: none"> Facilitating Learning in Infants Brain Development in Infants and Toddlers Discoveries of Infancy Special Needs Language Development, Communication and Culture <p><i>Module IV: Culture, Family, and Providers</i></p> <ul style="list-style-type: none"> Essential Connections: Ten Keys to Culturally Sensitive Child Care Harmonizing Cultural Diversity for Sensitive Infant Care Acknowledge, Ask, Adapt 	<p><i>Module III: Learning and Development</i></p> <ul style="list-style-type: none"> Facilitating Learning in Infants Brain Development in Infants and Toddlers Discoveries of Infancy Special Needs Language Development, Communication and Culture <p>Additional related criteria: <i>Module IV: Culture, Family, and Providers</i></p> <ul style="list-style-type: none"> Essential Connections: Ten Keys to Culturally Sensitive Child Care Harmonizing Cultural Diversity for Sensitive Infant Care Acknowledge, Ask, Adapt 	<p><i>Module II: Group Care</i></p> <ul style="list-style-type: none"> Philosophical Foundations Environments for Group Care More than Just Routine Making It Happen: Small Groups and Individualized Care Exploring Primary Caregiving and Continuity of Care Respectful Care <p><i>Module III: Learning and Development</i></p> <ul style="list-style-type: none"> Facilitating Learning in Infants Brain Development in Infants and Toddlers Discoveries of Infancy Special Needs Language Development, Communication and Culture <p>Additional related criteria: <i>Module IV: Culture, Family, and Providers</i></p> <ul style="list-style-type: none"> Essential Connections: Ten Keys to Culturally Sensitive Child Care Harmonizing Cultural Diversity for Sensitive Infant Care Acknowledge, Ask, Adapt

Related Criteria	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
<p>Strengthening Families™ Protective Factors</p> <p><i>Note: Criteria relationships apply across all 3 areas of the ZERO TO THREE Critical Competencies</i></p>	<p>Primary relationship to: <i>Knowledge of Parenting and Child Development</i></p> <ul style="list-style-type: none"> Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development <p><i>Social-Emotional Competence of Children</i></p> <ul style="list-style-type: none"> Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships <p>Additional related criteria: <i>Social Connections</i></p> <ul style="list-style-type: none"> Positive relationships that provide emotional, informational, instrumental and spiritual support <p><i>Concrete Support in Times of Need</i></p> <ul style="list-style-type: none"> Access to concrete support and services that address a family’s needs and help minimize stress caused by challenges 		

Related Criteria	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
<p>CUPID's Draft Competencies for the Infant/Toddler Workforce</p> <p><i>Note: most of the criteria relationships apply across all 3 areas of the ZERO TO THREE Critical Competencies (row 1 to the right); additional primary relationships between the Supporting Social-Emotional Development area and CUPID's draft criteria are also listed (row 2 to the right)</i></p>	<p>Primary relationship to: <i>Understanding & Supporting Learning</i>, for example:</p> <ul style="list-style-type: none"> • <i>Skills: Interactions:</i> engage in Intentional interactions to scaffold development; create individualized experiences that respond to children's interests, needs, developmental levels <p>Additional related criteria: <i>Health & Safety</i>, for example:</p> <ul style="list-style-type: none"> • <i>Skills: Creating environments and structures:</i> creating an environment that balances safety and exploration <p><i>Reflectiveness: Reflection on Child/Other</i>, for example:</p> <ul style="list-style-type: none"> • <i>Skills: Interactions:</i> pausing reaction to others; observing, reflecting, and translating reflections into changes in how you plan and respond [to] interactions/experiences <p><i>Understanding & Supporting Relationships</i>, for example:</p> <ul style="list-style-type: none"> • <i>Skills: Interactions:</i> warm and sensitive/responsive interactions; respectful interactions <p><i>Child Guidance</i>, for example:</p> <ul style="list-style-type: none"> • <i>Skills: Interactions:</i> observing child carefully; accurately interpreting the child's cues and goals; speaking for the baby (reflection on behavior and internal states); effective encouragement; modeling the desired behavior; build on emerging child competencies <p><i>Assessing Development, Learning, & Environments</i>, for example:</p> <ul style="list-style-type: none"> • <i>Skills: Creating environments and structures:</i> linking information from environmental assessments to assessments of child behavior, learning, and development; using assessment information to individualize and modify [and] improve environments and curricula <p><i>Diversity & Inclusion</i>, for example:</p> <ul style="list-style-type: none"> • <i>Skills: Creating environments and structures:</i> create a representative/inclusive and accessible environment through materials, written and oral communication, and environmental displays; ability to observe individual children carefully to learn their specific needs; ability to individualize materials and environments to specific learning needs; develop scaffolds that meet the physical, cognitive, social, and linguistic supports the child needs to interact with and learn from the environment 		
	<p>Supporting Social–Emotional Development</p> <p>Primary relationship to: <i>Understanding & Supporting Relationships</i>, for example:</p> <ul style="list-style-type: none"> • <i>Skills: Interactions:</i> creating opportunities for child to contribute to relationship; observing children's unique contributions to relationships and creating opportunities to expand on those <p><i>Child Guidance</i>, for example:</p> <ul style="list-style-type: none"> • <i>Skills: Creating environments and structures:</i> positive guidance skills begin with setting up environment[s] and routines to reduce challenging behaviors • <i>Skills: Interactions:</i> scaffolding emotion regulation 		

Crosswalk Table 1 Sources:

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Additional Notes:

In consultation with our partners, the authors chose to use the DEC *Recommended Practices* for this crosswalk because these practices offer a similar level of specific guidance to practitioners about the most effective ways to improve the learning outcomes and promote the development of young children who have, or are at-risk for, developmental delays or disabilities. It is important to note that the Council on Exceptional Children (CEC) has developed Personnel Standards to guide the recognition of special education preparation programs at Institutions of Higher Education. In addition, all professional preparation programs in early intervention/early childhood special education must use the DEC Early Childhood Specialty Set Personnel Standards in conjunction with the CEC Standards. The DEC Recommended Practices support the CEC and DEC Standards, and can be used by individuals working across a variety of early childhood settings with young children who have or are at-risk for developmental delays or disabilities. More information about the CEC Standards is available at www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards; more information about the DEC standards and the DEC Recommended Practices is available at www.dec-sped.org/.

Observation Tools

Crosswalk Table 2 outlines ZERO TO THREE’s suggested alignment of the *Critical Competencies* with the following selected infant–toddler/teacher observation tools:

- [Quality of Caregiver-Child Interaction for Infants and Toddlers](#) (Q-CCIIT) draft indicators (Atkins-Burnett et al., 2015)
- [Classroom Assessment Scoring System \(CLASS®\)](#) tool for infants (Hamre et al., 2014)
- [Classroom Assessment Scoring System \(CLASS®\)](#) tool for toddlers (La Paro et al., 2014)
- Infant Toddler Environmental Rating Scale–Revised Edition (ITERS-R; Harms et al., 2006)

Crosswalk Table 2: Observation Tools

Observational Tool	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
Quality of Caregiver-Child Interactions with Infants and Toddlers (Q-CCIIT) DRAFT dimensions and items	<p>Primary relationship to:</p> <p><i>A. Support for Social Emotional Development</i></p> <ul style="list-style-type: none"> • Responding Contingently to Social Cues • Responding to Emotional Cues • Builds a Positive Relationship • Supporting Peer Interaction/ Play <p><i>D. [Items applied across all areas]</i></p> <ul style="list-style-type: none"> • Supervises or Joins in Play and Activities • Responsive Routines • Sense of Belonging • Responding Contingently to Distress <p>Additional related dimensions or items:</p> <ul style="list-style-type: none"> • Giving Choices • Support for Social Problem Solving Among Peers • Classroom Limits and Management 	<p>Primary relationship to:</p> <p><i>B. Support for Cognitive Development</i></p> <ul style="list-style-type: none"> • Supporting Object Exploration • Scaffolding Problem Solving <p><i>C. Support for Language Development</i></p> <ul style="list-style-type: none"> • Caregiver Use of Varied Vocabulary • Use of Questions <p><i>D. [Items applied across all areas]</i></p> <ul style="list-style-type: none"> • Extending Pretend Play • Explicit Teaching • Features of Talk • Talk About Things Not Present • Supervises or Joins in Play and Activities <p><i>Other Items Coded:</i></p> <ul style="list-style-type: none"> • Basic Concepts • Types of Talk <p>Additional related dimensions or items:</p> <ul style="list-style-type: none"> • Supporting Peer Interaction/ Play • Giving Choices • Support for Social Problem Solving Among Peers 	<p>Primary relationship to:</p> <p><i>C. Support for Language Development</i></p> <ul style="list-style-type: none"> • Caregiver Use of Varied Vocabulary • Use of Questions • Conversational Turn-Taking • Extending Children’s Language Use • Engaging Children in Books • Variety of Words (in books) • Variety of Types of Sentences (in books) <p><i>D. [Items applied across all areas]</i></p> <ul style="list-style-type: none"> • Features of Talk • Positive Attitude Toward Books <p><i>Other Items Coded:</i></p> <ul style="list-style-type: none"> • Types of Talk <p>Additional related dimensions or items:</p> <ul style="list-style-type: none"> • Extending Pretend Play • Explicit Teaching • Talk About Things Not Present • Supervises or Joins in Play and Activities

Observational Tool	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
CLASS - Infant	<p>Primary relationship to: <i>Teacher Sensitivity</i></p> <ul style="list-style-type: none"> Awareness and cue detection Responsiveness Infant Comfort <p><i>Relational climate</i></p> <ul style="list-style-type: none"> Relational behaviors Emotion expression <p>Additional Related Domains/Dimensions: <i>Relational climate</i></p> <ul style="list-style-type: none"> Respect for infants' state 	<p>Primary relationship to: <i>Facilitated Exploration</i></p> <ul style="list-style-type: none"> Involvement Infant focused Expansion of infants' experience 	<p>Primary relationship to: <i>Early Language Support</i></p> <ul style="list-style-type: none"> Teacher talk Communication support Communication extension

Observational Tool	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
CLASS - Toddler	<p>Primary relationship to: <i>Positive Climate</i></p> <ul style="list-style-type: none"> Relationships Positive affect Respect <p><i>Teacher Sensitivity</i></p> <ul style="list-style-type: none"> Awareness Responsiveness Child Comfort <p><i>Behavior Guidance</i></p> <ul style="list-style-type: none"> Proactive Supporting positive behavior <p>Additional Related Domains/Dimensions: <i>Regard for Child Perspectives</i></p> <ul style="list-style-type: none"> Flexibility Support for independence 	<p>Primary relationship to: <i>Facilitation of Learning and Development</i></p> <ul style="list-style-type: none"> Active facilitation Expansion of cognition <p><i>Quality of Feedback</i></p> <ul style="list-style-type: none"> Scaffolding Providing information Encouragement and affirmation <p>Additional Related Domains/Dimensions: <i>Regard for Child Perspectives</i></p> <ul style="list-style-type: none"> Child focus Support for independence 	<p>Primary relationship to: <i>Language Modeling</i></p> <ul style="list-style-type: none"> Supporting language use Repetition and extension Self- and parallel talk Advanced language

Observational Tool	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
ITERS-R	<p>Primary relationship to: <i>Interaction</i></p> <ul style="list-style-type: none"> • Staff-child interaction • Peer interaction <p>Additional Related Subscales/Items:</p> <ul style="list-style-type: none"> • Discipline • Promoting acceptance of diversity <p><i>Program Structure</i></p> <ul style="list-style-type: none"> • Group play activities 	<p>Primary relationship to: <i>Interaction</i></p> <ul style="list-style-type: none"> • Staff-child interaction • Peer interaction <p>Additional Related Subscales/Items:</p> <p><i>Interaction</i></p> <ul style="list-style-type: none"> • Supervision of play and learning <p><i>Activities</i></p> <ul style="list-style-type: none"> • Several items within this subscale are related 	<p>Primary relationship to: <i>Listening and Talking</i></p> <ul style="list-style-type: none"> • Helping children understand language • Helping children use language • Using books <p>Additional Related Subscales/Items:</p> <p><i>Interaction</i></p> <ul style="list-style-type: none"> • Staff-child interaction

Crosswalk Table 2 Sources:

Atkins-Burnett, S., Monahan, S., Tarullo, L., Xue, Y., Cavadel, E., Malone, L., & Akers, L. (2015). *Measuring the Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT)*. OPRE Report 2015-13. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U. S. Department of Health and Human Services.

Hamre, B., La Paro, K., Pianta, R., & LoCasale-Crouch, J. (2014). *Classroom Assessment Scoring System: Infant®*. Baltimore, MD: Brookes.

Harms, T., Cryer, D., & Clifford, R. (2006). *Infant/Toddler Environment Rating Scale* (rev. ed.). New York, NY: Teachers College Press.

La Paro, K., Hamre, B., & Pianta, R. (2012). *Classroom Assessment Scoring System: Toddler™*. Baltimore, MD: Brookes.

Child Outcomes

Crosswalk Table 3 outlines ZERO TO THREE’s suggested alignment of the *Critical Competencies* with the infant–toddler portion of the Head Start Early Learning Outcomes Framework (U.S. Department of Health and Human Services, 2015).

Crosswalk Table 3: Child Outcomes

Child Outcomes Document	ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas		
	Supporting Social–Emotional Development	Supporting Cognitive Development	Supporting Language and Literacy Development
Head Start Early Learning Outcomes Framework	<p>Primary relationship to:</p> <p>1. <i>Approaches to Learning</i></p> <ul style="list-style-type: none"> Emotional and Behavioral Self-Regulation Cognitive Self-Regulation (Executive Functioning) <p>2. <i>Social and Emotional Development</i></p> <ul style="list-style-type: none"> Relationships with Adults Relationships with Other Children Emotional Functioning Sense of Identity and Belonging <p>Additional related outcomes:</p> <p>4. <i>Cognition</i></p> <ul style="list-style-type: none"> Initiative and Curiosity Reasoning and Problem Solving <p>5. <i>Perceptual, Motor and Physical Development</i></p> <ul style="list-style-type: none"> Perception 	<p>Primary relationship to:</p> <p>1. <i>Approaches to Learning</i></p> <ul style="list-style-type: none"> Cognitive Self-Regulation (Executive Functioning) Initiative and Curiosity Creativity <p>4. <i>Cognition</i></p> <ul style="list-style-type: none"> Exploration and Discovery Memory Reasoning and Problem Solving Emergent Mathematical Thinking Imitation and Symbolic Representation and Play <p>Additional related outcomes:</p> <p>2. <i>Social and Emotional Development</i></p> <ul style="list-style-type: none"> Emotional Functioning <p>5. <i>Perceptual, Motor and Physical Development</i></p> <ul style="list-style-type: none"> Perception 	<p>Primary relationship to:</p> <p>3. <i>Language and Communication</i></p> <ul style="list-style-type: none"> Attending and Understanding Communicating and Speaking Vocabulary Emergent Literacy <p>Additional related outcomes:</p> <p>4. <i>Cognition</i></p> <ul style="list-style-type: none"> Exploration and Discovery Emergent Mathematical Thinking

Crosswalk Table 3 Source:

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2015). *Head Start early learning outcomes framework: Ages birth to five*. Author: Washington, DC. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>.