



# Minnesota's Knowledge and Competency Framework for Early Childhood Professionals:

## OVERVIEW

Minnesota's Knowledge and Competency Framework (KCF) outlines what early childhood professionals need to know and what they need to do when delivering quality care. The Minnesota Department of Education (MDE) created the KCF in 2015 to replace the Minnesota Core Competencies and align with Board of Teaching Standards.

- The **KCF** can be used to:
  - Highlight skills providers need to help children succeed
  - Give providers a clear path to plan professional growth
- There are **three versions**:
  1. Preschool-Aged Children in Center and School Programs
  2. Infants and Toddlers
  3. Family Child Care
- There are **eight content areas** (\*seven for Family Child Care):
  - I. Child Development and Learning
  - II. Developmentally Appropriate Learning Experiences
  - III. Relationships with Families
  - IV. Assessment, Evaluation and Individualization
  - V. Historical and Contemporary Development of Early Childhood Education
  - VI. Professionalism
  - VII. Health, Safety and Nutrition
  - VIII. Application through Clinical Experiences\*
- There are **three levels of progression** in each content area:
  1. **Explores**: New to the field or content area; Relies on observation
  2. **Implements**: Understands developmental stages; Focusing on needs of individual children; Reflection leads to improvement
  3. **Designs and Leads**: Highly involved in decision making; Constantly evaluating, communicating, and collaborating to improve
- There are several **KCF resources** available:
  - Download KCF versions on the [MN Department of Education website](#)
  - Search for training events by KCF content area on Develop ([www.developtoolmn.org](http://www.developtoolmn.org))
  - **Questions?** Email Cory Woosley at Child Care Aware of Minnesota ([CoryW@Childcareawaremn.org](mailto:CoryW@Childcareawaremn.org))
  - **COMING SOON!** Statewide KCF training for all trainers and providers.

## CONTENT AREAS

While the KCF was designed to replace the Minnesota Core Competencies, many of the new KCF content areas align or overlap the Minnesota Core Competencies. The icons below represent the eight different content areas. The chart on the next page shows how each KCF content area aligns with the Minnesota Core Competencies and CDA content areas.

- I. Child Development and Learning**
- II. Developmentally Appropriate Learning Experiences**
- III. Relationships with Families**
- IV. Assessment, Evaluation and Individualization**
- V. Historical and Contemporary Development of Early Childhood Education**
- VI. Professionalism**
- VII. Health, Safety and Nutrition**
- VIII. Application through Clinical Experiences\***  
*(Applies to only Preschool-Aged, and Infants and Toddlers)*



## CONTENT CROSSWALK

This chart shows how the new KCF content areas align with the Minnesota Core Competencies and CDA content areas.

KCF Content Area	Core Competency (OLD)	CDA Content Area
 <b>I: Child Development and Learning</b>	<b>I:</b> Child Growth & Development	<b>8:</b> Principles of Child Development and Learning
 <b>II.A: Creating Positive Learning Experiences</b>	<b>IIa:</b> Creating the Learning Environment	<b>2:</b> Steps to advance children's physical and intellectual development
 <b>II.B: Promoting Cognitive Development</b>	<b>IIc:</b> Language and Literacy <b>IId:</b> Cognitive Development	<b>2:</b> Steps to advance children's physical and intellectual development
 <b>II.C: Promoting Social and Emotional Development</b>	<b>IIe:</b> Personal and Social Development <b>IV:</b> Interactions with Children	<b>3:</b> Positive ways to support children's social and emotional development
 <b>II.D: Promoting Physical Development</b>	<b>IIb:</b> Physical Development	<b>2:</b> Steps to advance children's physical and intellectual development
 <b>II.E: Promoting Creative Development</b>	<b>IIf:</b> Creativity and the Arts	<b>2:</b> Steps to advance children's physical and intellectual development
 <b>III: Relationships with Families</b>	<b>V:</b> Families and Communities	<b>4:</b> Strategies to establish productive relationships with families
 <b>IV.A: Observing, Recording and Assessing Development</b>	<b>III:</b> Assessment and Planning for Individual Needs	<b>7:</b> Observing and recording children's behavior
 <b>IV.B: Assessing and Using Information to Plan</b>	<b>III:</b> Assessment and Planning for Individual Needs	<b>7:</b> Observing and recording children's behavior
 <b>IV.C: Assessing and Using Information to Enhance and Maintain Program Quality</b>	<b>VII:</b> Program Planning and Evaluation	<b>5:</b> Strategies to manage effective program operation
 <b>V: Historical and Contemporary Development of Early Childhood Education</b>	<b>N/A</b>	<b>6:</b> Maintaining a commitment to professionalism
 <b>VI: Professionalism</b>	<b>VIII:</b> Professional Development and Leadership	<b>6:</b> Maintaining a commitment to professionalism
 <b>VII.A: Establishing Healthy Practices</b>	<b>VI:</b> Health, Safety and Nutrition	<b>1:</b> Planning a safe, healthy learning environment
 <b>VII.B: Ensuring Safety</b>	<b>VI:</b> Health, Safety and Nutrition	<b>1:</b> Planning a safe, healthy learning environment
 <b>VII.C: Providing Healthy Nutrition</b>	<b>VI:</b> Health, Safety and Nutrition	<b>1:</b> Planning a safe, healthy learning environment
 <b>VIII: Application through Clinical Experiences</b>	<b>N/A</b>	<b>N/A</b>