ARIZONA EARLY CHILDHOOD

Professional Development Instructor and Technical Assistance Provider Standards

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Contents

Introduction

The *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* are a result of the collaboration of the BUILD Arizona Professional Development Workgroup (PDWG), a group of Arizona early childhood stakeholders first convened in 2012 by First Things First. A list of PDWG members may be found on page 24.

The *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* are developed in alignment with and support the following core documents:

- *Arizona Early Childhood Workforce Knowledge & Competencies, 1st Edition*
- *Arizona's Infant and Toddler Developmental Guidelines, 1st Edition*
- *Arizona's Early Learning Standards*
- *Program Guidelines for High Quality Early Education: Birth through Kindergarten, 3rd Edition*
- *Arizona Early Childhood Development and Health Board Home Visitation Standards of Practice*
- *Quality First Program*
- *Head Start Child Development and Early Learning Framework*
- *National Association for the Education of Young Children (NAEYC) and National Association of Child Care Resource & Referral Agencies Early Childhood Education Professional Development: Training and Technical Assistance Glossary*
- *US Department of Health and Human Services, Administration for Children and Families: A Guide to Effective Consultation with Settings Serving Infants, Toddlers, and Their Families: Core Knowledge, Standards, and Dispositions.*

- *National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct, Supplement for Early Childhood Adult Educators*
- *Code of Ethics for Infant Mental Health Competencies*

Early Childhood Education Professional development↓ is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses *education, **training,*** and ***technical assistance***. (NAEYC and NACCRRA, 2011, p. 5). For Arizona, Early Childhood Workforce **PD** encompasses all types of facilitated learning opportunities. Examples include college coursework, conferences/workshops, observation and practice, coaching/mentoring, communities of practice, practicum, internship, student teaching, independent study, reflective practice, reflective supervision, and **technical assistance**.

Technical assistance (TA) includes mentoring, **coaching**, **assessing, consultation**, **professional development advising**, and **peer-to-peer TA** (NAEYC and NACCRRA, 2011). **TA** is "the provision of targeted and customized supports by a **professional**(s) with subject matter and **adult learning** knowledge and skills to develop or strengthen process, knowledge application, or implementation of services by recipients" (NAEYC and NACCRRA, 2011, p. 9). Most **TA** methods are relationship-based. They may be provided face-to-face or through distance, technology-based, or hybrid methods. The levels, intensity, and duration vary greatly, depending on needs, responses, and resources (NAEYC and NACCRRA, 2011).

✉ Terms in bold are defined in the Glossary.

What are the Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards?

To ensure high-quality early childhood programs for young children, it is necessary to have a highly competent workforce for the early childhood field. [1] **Professional development** (**PD**) provides the path to achieving this goal when **PD** instructors and technical assistance providers have appropriate credentials, knowledge and experience in the subject matter being taught, and an understanding of the principles of adult learning. The *Professional Development Instructor and Technical Assistance Provider Standards* define the credentials, knowledge and experience necessary to ensure high quality **PD** experiences for our workforce from entry through advanced levels. A process for verifying the use of these standards by **PD** instructors and technical assistance providers is in the planning stages and expected to be implemented in July, 2017.

All **professional development** (education**, training,** and **TA**) should:
- be designed using evidence-based best practices consistent with the principles of **adult learning**; and structured to promote linkages between research, theory, and practice;
- address the continuum of young children's abilities and needs;
- respond to each learner's background (including cultural, linguistic, and ability), experiences, and the current context of her role and professional goals; and
- include resources to ensure access for all.[2]

The *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* inform intentional professional development and **technical assistance** approaches that ensure quality and relevance. Professional standards help to ensure a common language and understanding throughout the workforce when they are used as the basis for credentials, professional development, and **technical assistance**.

The *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* address the following core content areas:

1. Content **Knowledge**
2. **Adult Learning** Principles
3. Instruction
4. **Assessment** & Evaluation
5. Professionalism
6. **Relationship-based Practice**

As one component of Arizona Early Childhood Career and Professional Development Network (Network, Exhibit 1), The *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* support and enhance the advancement of Arizona's Early Childhood Workforce.

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[1] http://www.naeyc.org/files/naeyc/What%20Is%20Professional%20Development%20in%20Early%20Childhood%20Education.pdf
[2] http://www.naeyc.org/GlossaryTraining_TA.pdf

What is the Arizona Early Childhood Career and Professional Development Network?

The Arizona Early Childhood Career and Professional Development Network (Network) is an **integrated early childhood professional development system** for *all* Arizona early childhood professionals working with and on behalf of young children.
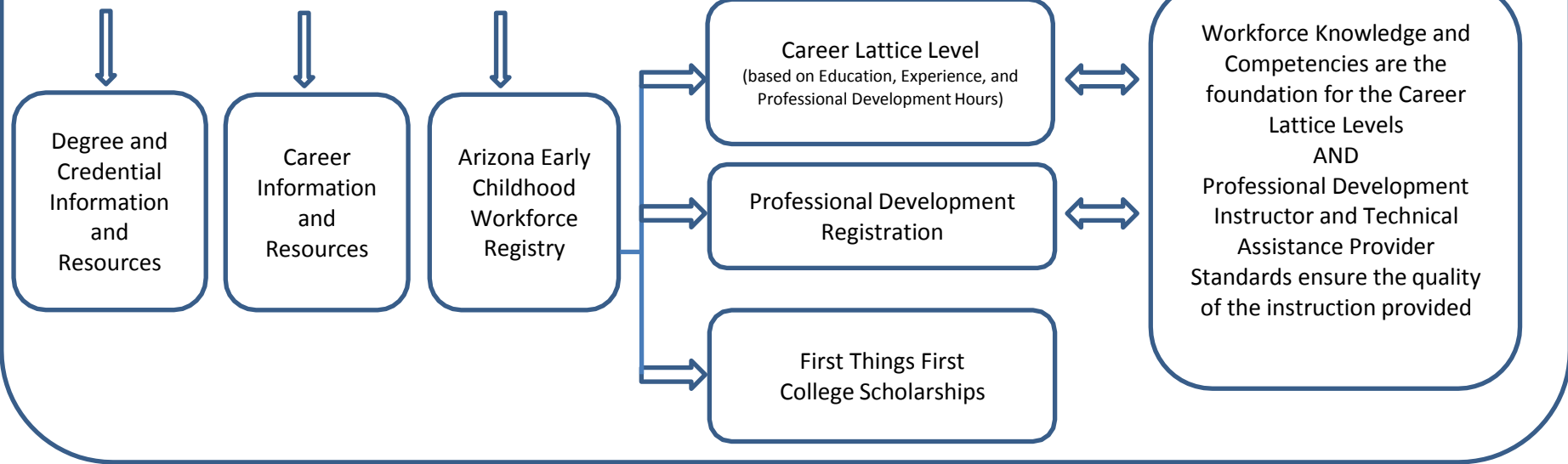
Exhibit 1 shows a picture of the Network components that are described below:

1. **The PD** website, which provides the early childhood workforce access to a variety of professional development resources including competencies and standards, education pathways and opportunities, career pathways, employment opportunities, and the Arizona Early Childhood Workforce Registry;

2. The Arizona Early Childhood Workforce Registry (Registry) is a web-based system that enables early childhood professionals and those interested in a career in early education to find and register for professional development opportunities and also to keep a record of their experience, education, professional development and credentials in a central location. It is also used to manage application and enrollment in First Things First College Scholarships for Early Childhood Professionals.

3. The Arizona Workforce Knowledge and Competencies is a uniform set of expectations that identify the basic knowledge, skills, and abilities needed for early childhood professionals across sectors of early childhood including, early care and education, early intervention, mental health, physical health and social services/child welfare professionals. They ensure implementation of quality services for young children and their families.

4. The Arizona Career Lattice is a tool within the Registry that provides the pathway of education, professional development, and work experience for early childhood professionals to use for individualized assessment↓, setting professional development goals, and documentation of progress in career development.

5. The *Professional Development Instructor and Technical Assistance Provider Standards* define the credentials, knowledge and experience necessary to ensure high quality professional development experiences for our workforce from entry through advanced levels.

Arizona Early Childhood Career and Professional Development Network

Professional Development Website
www.azearlychildhood.org

Degree and Credential Information and Resources

Career Information and Resources

Arizona Early Childhood Workforce Registry

Career Lattice Level
(based on Education, Experience, and Professional Development Hours)

Professional Development Registration

First Things First College Scholarships

Workforce Knowledge and Competencies are the foundation for the Career Lattice Levels
AND
Professional Development Instructor and Technical Assistance Provider Standards ensure the quality of the instruction provided

The components of Arizona's Early Childhood Career and Professional Development Network (Network) lay the foundation for an integrated early childhood (EC) professional development system and align with NAEYC's recommended policy areas[3]. Integrated policies intentionally promote the building and support of an efficient cross-sector system that decreases duplication of efforts and increases accountability and sustainability. An integrated system helps develop and retain a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals[4]. Over the next several years, the BUILD Arizona Professional Development Workgroup (PDWG), staffed by First Things First, will continue to strengthen and support this system.

[3] http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf
[4] http://www.naeyc.org/policy/ecwsi

Who can use the *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards?*

These standards may be used by a variety of professionals in the early childhood workforce including, but not limited to:

- **Professional Development Instructors (PD Instructors)** - professionals who provide **professional development** to those working in the field of early child care and education and those preparing to enter the field of early child care and education.

- **Technical Assistance Providers (TA Providers)** – mentors, coaches, consultants, assessors, professional development advisors, and peer-to-peer technical assistants.

- Directors and program Administrators who are providing professional development to their own staff.

- Institutes of Higher Education – community colleges and universities.

- High School Career and Technical Education teachers.

Anyone who wishes to offer PD through the Arizona Early Childhood Workforce Registry is required to use *The Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards.*

How can the *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* be used?

The *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* can be used in the following ways:

- Assist in planning, delivering, assessing, and evaluating PD, **training** and **TA.**

- Help Arizona's Early Childhood Workforce further their knowledge of early childhood care and education.

- Define the uniform core knowledge and **skills** needed to deliver PD, **training,** and **TA**.

- Provide support for the administration and management of early childhood education programs.

- Ensure consistency, accountability, and coordination for the provision of PD**/TA** for Arizona's Early Childhood Workforce.

- Identify individual areas for their own professional development and growth and as a basis for reflective supervision.

Qualifications of Professional Development Instructors and Technical Assistance Providers[5,6]

The following minimum qualifications must be met in addition to the implementation of the Core Area indicators outlined in this document:

- Achieve a minimum level on the Arizona Early Childhood Workforce Career Lattice[7] through a phase in as follows:

  o Level D3 (CDA or 24 credits in ECE, 5 years' experience)
  July 1, 2016 – June 30, 2017

  o Level E3 (60 college credits total with 18 in ECE, 5 years' experience)
  July 1, 2017 – June 30, 2018

  o Level F3 (Bachelor's Degree, 5 years' experience) July 1, 2018 and beyond

- Participate in a minimum of 18 ongoing Professional Development hours or 1.8 **CEUs** annually that strengthen the content expertise as well as enhance their ability to work with adult learners.

- Provide a minimum of 1 professional development event or 5 hours of TA each year.

Professional Development Instructors and Technical Assistance Providers in a specialty field other than Early Childhood Education or related field must meet the following qualifications and are not subject to a minimum career lattice level:

- Hold a professional license, certificate, credential, or degree in their area of expertise.

- Minimum of 5 years of experience in the specialty area.

- Participate in a minimum of 18 ongoing Professional Development hours or 1.8 **CEUs** annually that strengthen the content expertise as well as enhance their ability to work with adult learners OR participate in the annual number of Professional Development hours required for professional licensing or certification.

- Provide a minimum of 1 professional development event or 5 hours of TA each year.

The minimum qualifications indicated above are expected to increase as the Network is integrated into the professional development landscape in Arizona. As the system moves forward, stakeholders will continue to be involved in the evolution of these qualifications to ensure that professional development instructors and technical assistance providers:

- Possess adult learning expertise;

- Integrate adult learning successfully in their practice, and;

- Have access to professional development that supports knowledge and practice of adult learning.

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[5] If you do not meet the minimum qualifications, please contact the Arizona Registry at info@thearizonaregistry.org for an exception application

[6] PD Instructors and Technical Assistance providers from outside of Arizona who wish to provide PD opportunities in the Arizona Workforce Registry, please contact the Arizona Registry at info@thearizonaregistry.org

[7] Career Lattice is located at www.AZEarlyChildhood.org under the Resources & Information tab

Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards

The following pages detail the **Standards** for Arizona **Early Childhood Professional Development Instructors** (**PD Instructors**) and **Technical Assistance Providers (TA Providers)** in the following core areas:

1. Content **Knowledge**
2. **Adult Learning** Principles
3. Instruction
4. **Assessment** & Evaluation
5. Professionalism
6. **Relationship-based Practice**

Core Area 1: Content Knowledge	
Effective **PD Instructors** and **TA Providers** ensure success by addressing their participants' needs, abilities, and settings.	
1.1	Exhibit a broad base of knowledge and advanced skills in their content area and the Standards related to that area.
1.2	Demonstrate expertise in applying current research-based knowledge and content.
1.3	Demonstrate expertise in applying current **evidence-based** and **evidence-informed best practices**.
1.4	Demonstrate expertise in applying current and relevant resources to address the needs of participants, including participants with special needs.
1.5	Relate content knowledge to participants' context and everyday practice.
1.6	Keep up-to-date on local, state, and national resources related to early childhood education.
1.7	Demonstrate ability to apply **culturally responsive** practices.

Core Area 2: Adult Learning Principles

Effective PD Instructors and TA Providers ensure success by incorporating adult learning principles. They use approaches to learning that are solution-oriented and collaborative rather than merely didactic; they also emphasize equality between the provider and the participant.

2.1	Integrate theories, research, and models of adult learning to achieve intended outcomes[8].
2.2	Understand that adults learn best when they are involved in planning, applying and reflecting on their learning.
2.3	Understand and value the life experiences, knowledge and viewpoints that adults bring to the learning process.
2.4	Understand that adults are relevancy-oriented.
2.5	Understand that adults are practical and goal-oriented, learning best when instruction is a balance between solution-oriented and content-oriented learning.
2.6	Understand that adults desire respect, learning best when the process is positive and encouraging.
2.7	Understand that adults are internally motivated and self-directed.
2.8	Understand that professional development must demonstrate **cultural responsivity**.

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[8] Knowles, Malcolm S. (1970). The Modern Practice of Adult Education; Andragogy versus Pedagogy, The Association Press, 291 Broadway, New York, N.Y. 10007

Core Area 3: Instruction

Effective **PD Instructors** and **TA Providers** create environments that are conducive to learning and the application of knowledge. They provide the content that meets the needs, wants and levels of participants and that can be effectively transferred to the workplace.

3.1 Use standards, needs assessment, and/or other evidence to define learning outcomes for PD/**TA** (see the section on Assessment & Evaluation).

3.2 Communicate the goals and parameters of the PD/**TA** including, as appropriate, time commitment, logistics, expected outcomes, measures of success, and confidentiality.

3.3 Revisit goals and parameters throughout the PD/**TA**.

3.4 Create a climate of **cultural responsivity** and demonstrate diversity sensitivity through activities and materials.

3.5 Consider potential barriers to learning.

3.6 Acknowledge learning styles (visual/verbal/kinesthetic, active/reflective, sequential/global, and sensing/intuitive) and design PD/**TA** that addresses multiple styles.

3.7 Use active and reflective listening and ask clarifying questions to ensure understanding.

3.8 Include interactive learning activities, exercises, and instructional aides (handouts, audiovisuals, and other components of instruction) to support and enhance PD/**TA** and to promote retention and transfer of knowledge.

3.9 Connect theory and **evidence-based** and **evidence-informed** best practices to participant's situation.

3.10 Encourage the application of new knowledge and skills gained from the PD/**TA**.

3.11 Utilize current research and cite the work of others and adhere to copyright laws as they apply .

3.12 Keep PD/**TA** focused and on schedule.

3.13 Show creativity and flexibility in methods and procedures.

3.14 Show respect and consideration for individual and group needs.

3.15 Manage unforeseen situations, including conflict, disturbances, embarrassments, the impact of sensitive materials, and unanswerable questions.

3.16 Understand and use, as appropriate, virtual learning environments, such as curriculum mapping, participant tracking, online support, electronic communication (list serves, email, threaded discussions, chat, web publishing) and Internet links to outside curriculum resources.

3.17 Provide a process for feedback that is objective, knowledge/skill-based and goal-oriented.

3.18 Document PD/**TA** that reflects purpose and progress.

3.19 Provide recommendations for additional resources, follow-up, or further PD/**TA.**

Core Area 4: Assessment & Evaluation

Effective **PD Instructors** and **TA Providers** ensure success by the use of **assessment** and evaluation.

4.1	Assess the knowledge and needs of the participants, group and/or systems using informal/formal questions, measurement instruments, and data collections both before and after PD/**TA**.
4.2	Plan and conduct PD/**TA** based on identified needs and standards of the profession.
4.3	Assess knowledge, skills, and understanding during PD/**TA** and make modifications as necessary.
4.4	Conduct **evaluation** in an objective, unbiased manner.
4.5	Modify content based on feedback and **evaluation**.
4.6	Modify delivery based on feedback and **evaluation** results.
4.7	Engage in continual self-reflection of professional practices and how those practices affect participant performance and outcomes.

Core Area 5: Professionalism

Effective **PD Instructors** and **TA Providers** promote professionalism in the field of Early Childhood Education.

5.1 Respect the roles played by knowledgeable and competent early childhood professionals in supporting young children's development.

5.2 Apply knowledge and skills acquired to their PD/**TA** content and delivery.

5.3 Establish and maintain professional boundaries and confidentiality.

5.4 Maintain professionalism by being on time, organized, and prepared.

5.5 Maintain professionalism with good hygiene and professional dress.

5.6 Promote the early childhood field by encouraging the development of individual professional development goals and plans.

5.7 Adhere to the National Association for the Education of Young Children Code of Ethical Conduct and Statement of Commitment and the professional values and ethics fundamental to those working in the field of Early Childhood Education.

5.8 Demonstrate **cultural responsivity** and respect for **diversity**.

5.9 Demonstrate a commitment to and promote continual, collaborative learning.

5.10 Encourage participation in professional organizations.

5.11 Advocate for early childhood issues affecting families and communities at local, state, national and global levels.

5.12 Keep current with, meet and exceed state and local regulatory codes and changes in best practice.

5.13 Model **reflective practice** in professional development and technical assistance content and delivery.

Core Area 6: Relationship-based Practice

All PD**/TA** is strengthened by trusting and respectful interactions. Participants value each other as resources for learning, in addition to the **PD Instructor/TA Provider** serving in the official leadership role.

6.1 Know the differences among and appropriately use these strategies**: professional development**, **mentoring**, **coaching**, **consulting**, **advising** and **peer-to-peer technical assistance**.

6.2 Apply knowledge of and appropriately use supportive on-going adult learning groups, such as **Professional Learning Communities**, **Communities of Practice**, and **Learning Cohorts**, to promote professional growth and to facilitate change and improvement.

6.3 Use individualized, professional, **strength-based relationships** as a method to improve the quality of learning, building bridges of support and opportunities for learning with those who are less experienced to promote change and support quality improvement.

6.4 Develop reciprocal relationships through sharing experiences, exploring expectations, and clarifying roles (i.e. **reflective supervision**, **parallel process**).

6.5 Commit to shared learning by encouraging collaboration and problem-solving.

6.6 Maintain positive **PD Instructor/TA Provider**-participant and participant-participant interactions through encouraging individual and group participation, using **active** and **reflective listening** and feedback, and encouraging mutual respect.

6.7 Demonstrate respect for the individual abilities of others, identifying and addressing participants' learning and communicating styles and preferences.

6.8 Maintain focus on stated priorities and goals while recognizing the participant's responsibility for action and progress.

Arizona Early Childhood Workforce Career Lattice

Arizona has a diverse and growing community of professionals who work with or on behalf of young children and their families. Just as this community has grown, so has Arizona's commitment to supporting the ongoing professional development of all early childhood professionals across all sectors of early care and education, early intervention, mental health, physical health and social services/child welfare working with expectant parents, infants, toddlers, young children to age eight, and their families. To ensure high-quality early childhood programs for young children, it is necessary to have a highly competent workforce for the early childhood field. [9] Work experience, professional development, and college education provide the pathway to achieving this goal. The Arizona Early Childhood Workforce Career Lattice (Career Lattice) outlines this pathway.

The Career Lattice reflects the following:

- Knowledge and skills can be developed through work experience
- Knowledge and skills can be developed through professional development
- College education is essential to developing a highly competent workforce

The Career Lattice is distributed across eight levels (Levels A-H), from entry through advanced. The Arizona Early Childhood Workforce Registry (www.azregistry.org) will calculate your lattice level once you provide the following[10]:

- Work Experience in Early Childhood
- Professional Development Hours
- College Education

Advancement along the Career Lattice can be achieved by:

- Work Experience in Early Childhood ONLY (i.e. Advancement along the Career Lattice can be achieved with work experience only by moving across a level: Level A1, A2, A3; OR
- Professional Development Hours ONLY (i.e. Advancement to level D can be achieved with a high school diploma and professional development hours); OR
- College Education ONLY (i.e. Advancement to Level H can be achieved with college degree attainment); OR
- A combination of work experience in early childhood, professional development hours, and college education.

The Career Lattice aligns with the Arizona Early Childhood Workforce Knowledge and Competencies (WKC's). The WKC's identify the basic knowledge, skills, and abilities needed for early childhood professionals across all sectors of early care and education, early intervention, mental health, physical health and social services/child welfare working with expectant parents, infants, toddlers, young children to age eight, and their families.

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[9] http://www.naeyc.org/files/naeyc/What%20Is%20Professional%20Development%20in%20Early%20Childhood%20Education.pdf

[10] Refer to the "How to Submit Documentation" tab along the left hand side of the Registry home page www.azregistry.org) for information on submitting this information.

Each core knowledge competency is divided into five levels following a progression of knowledge, skills and abilities important to the providing high quality services to children birth-age eight and their families. The levels build on one another, with the belief that a professional working on competencies at Level 3 has already achieved most or all of the competencies at Level 1 and 2. However, it is still possible for a professional to be operating at different competency levels in different knowledge areas. For example, an individual may be at competency level 2 in Child Growth and Development while still working through the competencies in Level 1 in Professionalism. Professionals progress from one level to another through many pathways, including higher education, training and professional development, work experience, mentoring or coaching, and self-reflection.

The Workforce Knowledge and Competencies and the Career Lattice reflect the progression of knowledge, skills and abilities by increasing levels. The difference is that the Workforce Knowledge and Competencies reflect the progression of knowledge and skills while the Career Lattice reflects the path a professional takes to obtain them. It is reasonable to expect that the competency level reflected in the WKC's will align with their Career Lattice level as follows:

Arizona Early Childhood Workforce Career Lattice (Lattice) Level	Arizona Early Childhood Workforce Knowledge and Competency (WKC) Level				
	1	2	3	4	5
A	Professionals at Lattice Levels A to C are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 1				
B					
C					
D		Professionals at Lattice Levels D to E are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 2			
E			Professionals at Lattice Levels E to F are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 3		
F				Professionals at Lattice Level F to G are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 4	
G					Professionals at Lattice Level G to H are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 5
H					

Who Can Use the Arizona Early Childhood Workforce Career Lattice?

The Arizona Early Childhood Workforce Career Lattice can be used by:

- Professionals working directly with children birth through age 8 in schools, homes (including family, friend, and neighbor care settings), and center-based settings;

- Administrators working in schools, homes, center-based settings and other programs that support children birth through age 8;

- Coaches, mentors, Arizona Department of Education mentors, Smart Support consultants, child care health consultants, inclusion specialists, ECE independent consultants, surveyors, Department of Health Services licensing staff, supervisors, caseload managers, and others who guide those working directly with children;

- Professional development providers who design and implement training and coursework for professionals working with or on behalf of children birth through age 8;

- College and university personnel working with or on behalf of children birth through age 8.

How Can the Arizona Early Childhood Workforce Career Lattice Be Used?

For Individualized Assessment of Placement on the Arizona Early Childhood Workforce Career Lattice—

An individual may easily determine his/her own level on the Arizona Early Childhood Workforce Career Lattice as follows:

- Locate your highest level of education in the Education column of the Career Lattice (1st column)

- Locate your professional development and credit hours in the Credit Hours and Professional Development Hours column of the Career Lattice (2nd column)

- Locate your level of work experience in the Work Experience in Early Childhood column (last 3 columns)

- Locate the Lattice Level where all three intersect. This is your Career Lattice Level.

As a Guide for Professional Development—

As a guide for professional development goals, the Arizona Early Childhood Workforce Career Lattice provides a clear and simple way to set professional development goals. Professionals, on an individual level, and administrators, on both individual and program levels, may use the Career Lattice to set goals. Professional development providers may use the Career Lattice to guide the design and implementation of training and course work. Providers who wish to offer professional development for movement along the Career Lattice will be required to align each course to the Arizona Early Childhood Workforce Knowledge & Competencies.

As a Tool to Document Progress—

The Arizona Early Childhood Workforce Registry (www.azearlychildhood.org) is an online information system for the early childhood workforce that allows individuals to build a verifiable profile of education, certification, training, and employment that can assist participants, employers, and regulatory and accrediting agencies. The Arizona Early Childhood Workforce Career Lattice is a tool the Arizona Early Childhood Workforce Registry uses to document the progress of professionals regarding the necessary education, training, development, and experience necessary at each level.

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Arizona Early Childhood Workforce Career Lattice

Depending on where early childhood (EC) professionals work and what their job is, there may be education/training requirements mandated by their employer and/or by the U.S. federal government; State of Arizona; military authority; or Indian nations and tribes (see www.azdhs.gov/als/childcare/index.htm and https://www.azdes.gov/). **The Arizona Early Childhood Workforce Career Lattice does not replace those requirements.** Instead, the Career Lattice empowers early childhood professionals to grow their skills as teachers of young children by providing a framework for them to follow.

Arizona Early Childhood Workforce Career Lattice				
Education	**Credit Hours and Professional Development Hours**	**Work Experience in Early Childhood[1]**		
		Less than 3 Years	**3 - 5 Years**	**More than 5 Years**
High school diploma or equivalent[2]		**Level A1**	**Level A2**	**Level A3**
High school diploma or equivalent[2]	PLUS 6 credit hours in Early Childhood Education (ECE)[3] or a related field[4]	**Level B1**	**Level B2**	**Level B3**
High school diploma or equivalent[2]	PLUS 90 clock hours[5] of approved professional development[6]			
High school diploma or equivalent[2]	PLUS 3 credit hours in Early Childhood Education (ECE)[3] or a related field[4] plus 45 clock hours[5] of approved professional development[6]			
High school diploma or equivalent[2]	PLUS 12 credit hours in Early Childhood Education (ECE)[3] or a related field[4]	**Level C1**	**Level C2**	**Level C3**
High school diploma or equivalent[2]	PLUS 180 clock hours[5] of approved professional development[6]			
High school diploma or equivalent[2]	PLUS credit hours in Early Childhood Education (ECE)[3] or a related field[4] and approved professional development[6] hours in one of the following combinations: o 3 credit hours plus 135 clock hours[5] or o 6 credit hours plus 90 clock hours or o 9 credit hours plus 45 clock hours.			

Education	Credit Hours and Professional Development Hours	Work Experience in Early Childhood[1]		
		Less than 3 Years	3 - 5 Years	More than 5 Years
High school diploma or equivalent[2]	PLUS 24 credit hours in ECE[3] or a related field[4]	Level D1	Level D2	Level D3
High school diploma or equivalent[2]	PLUS 360 clock hours[5] of approved professional development[6]			
High school diploma or equivalent[2]	PLUS credit hours in ECE[3] and approved professional development[6] hours in one of the following combinations: o 3 credit hours plus 315 clock hours[5] o 6 credit hours plus 270 clock hours o 9 credit hours plus 225 clock hours o 12 credit hours plus 180 clock hours o 15 credit hours plus 135 clock hours			
Current Child Development Associate (CDA) awarded by the Council for Professional Recognition				
Certificate of Completion in Early Childhood Education[3] or a related field[4] from a community college				
60 College Credits	Including at least 18 credit hours in ECE[3] or a related field[4]	Level E1	Level E2	Level E3
Associate degree in ECE[3]	INCLUDING at least 60 college/university credits with at least 18 credit hours in ECE or a related field[4]			
Associate degree in a related field[4]	PLUS 18 credit hours in ECE[3] or a related field[4]			
Associate degree in any field	PLUS 18 credit hours in ECE[3] or a related field[4]			
Bachelor's degree in ECE[3]		Level F1	Level F2	Level F3
Bachelor's degree	INCLUDING at least 24 credit hours in ECE[3] or a related field[4]			
Bachelor's degree	PLUS Current State of Arizona Provisional or Standard Teaching Certificate in one of the following: o Early Childhood Education (Birth-Age 8 or Grade 3) o Early Childhood Special Education o Elementary Education with Early Childhood (Birth-Age 8/Grade 3) Endorsement.			
Master's degree in ECE[3]		Level G1	Level G2	Level G3
Master's degree	INCLUDING either 30 undergraduate credit hours or 18 graduate credit hours in ECE[3] or a related field[4]			
Doctorate in ECE[3]		Level H1	Level H2	Level H3
Doctorate	INCLUDING 30 graduate-level credit hours in ECE[3] or a related field[4]			

[1] Experience in Early Childhood refers to full-time employment:

- Working directly with children in a state-certified, licensed, mandated by the U.S. Federal Government, the State of Arizona, military, or Indian Nations and Tribes, the employing agency or the ECE setting requirements (see www.azdhs.gov/als/childcare/index.htm and https://www.azdes.gov/) child care, preschool, Head Start or school-age program (e.g., teacher, teacher assistant, teacher aide, etc.) monitored by a regulatory agency AND/OR
- In a role that contributes to the care and education of children, aged 0-8, and their families (e.g., program director/manager, nurse, social worker, home visitor, education coordinator, CCHC, technical assistance specialist, consultant, policy analyst, etc.) AND/OR
- Working in a capacity that contributes to the professional development of early childhood professionals (e.g., university professor, coach, mentor, trainer, etc.).

One year of experience is defined as a minimum of 1,080 hours per year.

NOTE: An **EQUIVALENCY** of one year of experience may be substituted; for example, six years of part-time work (a minimum of 3,240 hours) equals three years of experience (a minimum of 3,240 hours).

[2] Although the Career Lattice does not provide a level for those without a high school diploma or equivalent, i.e., non-level member, those individuals are still able and encouraged to:

- Create an Arizona Early Childhood Workforce Registry account (designated as a non-level member)
- Utilize the many resources available on the website
- Earn their high school diploma or equivalent in order to move along the levels of the Career Lattice. See http://www.azed.gov/adultedservices/ for Arizona Adult Ed Services.
- Participate in the high-quality, approved professional development offered through the Arizona Early Childhood Career and Professional Development Network website (www.azearlychildhood.org).

[3] Early Childhood Education (ECE) degrees include the following (Additional fields will be considered on an individual basis. Please contact the Arizona Registry administrator for assistance.):

1. Applied Science Child Care and Development
2. Applied Science in Early Childhood Education
3. Applied Science Nursery Education
4. Child Care Education and Administration
5. Child Development
6. Child Development and Early Childhood
7. Child Development and Family Relations
8. Child Life
9. Child Psychology
10. Child Study
11. Child Youth and Community Concentration Early Care and Education
12. Childhood Education
13. Childhood Studies
14. Collaborative Early Childhood Education
15. Early Childhood and Special Education
16. Early Childhood Care and Education
17. Early Childhood Counseling and Child Development
18. Early Childhood Development
19. Early Childhood Education
20. Early Childhood Education for Handicapped
21. Early Childhood Special Education
22. Early Childhood Studies
23. Early Childhood Teaching
24. Early Education Associate
25. Human Development in Early Childhood Education
26. Nursery Education
27. Preschool Education
28. Special Education Early Childhood Development
29. Special Education in Early Childhood
30. Teaching Child and Early Childhood Education

[4] **Related fields include** (Additional fields will be considered on an individual basis. Please contact the Arizona Registry administrator for assistance.)**:**

- Child and Family Studies
- Consumer Studies
- Developmental Psychology
- Elementary Education
- Home Economics/Family and Consumer Sciences

- Human Development
- Human Ecology
- Human Services
- Nursing
- Psychology

- Public Health
- Social Work
- Sociology
- Special Education

[5] **One credit hour equals 15 hours of approved professional development.**

[6] **Approved professional development refers to professional development provided by an individual or organization that meets Arizona Early Childhood Workforce Registry criteria.**

[7] **For example, Certified Childcare Professional (CCP) or National Administrator Credential (NAC) awarded by the National Child Care Association, or Montessori Credentials that are earned through a teacher preparation program certified by the Montessori Accreditation Council for Teacher Education (MACTE) and awarded by the American Montessori Society (AMS) or American Montessori Internationale (AMI). Additional credentials will be considered on an individual basis. Please contact the Arizona Registry administrator for assistance.**

Glossary

Active listening – a communication technique in which the listener restates or paraphrases what was heard in confirm the understanding of both parties.

Adult learning – a cognitive process internal to the participant, which occurs in a teaching-learning transaction. Adult learning theory maintains that adult learners 1) need to be involved in the planning and evaluation of their instruction; 2) learn based on their experience, including mistakes; 3) are most interested in learning what has immediate relevance and impact to their job or personal life; 4) prefer problem-centered rather than content-oriented instruction; and 5) are internally motivated.

Assessment – the methods through which early childhood **professionals** gain understanding of children's development and learning. It includes systematic observations and other informal and formal assessments, the purpose of which is to appreciate a child's unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum. Secondarily, assessment may also refer to the formal and informal assessments of adults for program evaluation, assignment of **competency** levels, certification, degree completion, **professional development**, or **technical assistance**.

Best practice(s) – research or scientifically-based educational methods or techniques that have demonstrated results for learning and development.

CEU – Continuing Education Unit

Coaching – "a relationship-based process led by an expert with specialized and **adult learning knowledge** and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group" (NAEYC and NACCRRA, 2011).

Communities of practice (CoP) – groups of **professionals** who engage in a process of collective learning in a shared domain. They are joined by the common goal of enhancing **knowledge**, skills, and profess sional practice. CoP's may evolve from a group of people already meeting or be initiated by individuals who wish to explore ways to improve professional practices for themselves, their programs, or the field as a whole. They develop a shared repertoire of experiences, stories, tools, and ways of addressing recurring problems. They share and test ideas regarding individual practice, document outcomes and reflections, and use discourse via face-to-face and electronic communication to draw conclusions. All this requires time and sustained interaction. See also **learning cohorts** and **professional learning communities**.

Competency – an ability or skill; the outward manifestation of one's **knowledge**. Within this document, a **competency** is further defined as a specific core **knowledge** topic identified as important in early childhood **Professional Development Instructors** and **Technical Assistance Providers**. There are six core **Professional Development Instructor** and **TA Provider knowledge** Standards: Content **Knowledge**, **Adult Learning** Principles, Instruction, Assessment & Evaluation, Professionalism, and Relationship-based Practice.

Consulting – "a collaborative, problem-solving process between an external consultant with specific expertise and **adult learning knowledge** and skills and an individual or group from one

program or organization. Consultation facilitates the **assessment** and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic" (NAEYC and NACCRRA, 2011).

Cultural Awareness – the ability to acknowledge and respect a range of peoples or societies with different ethnicities, racial identities, economic classes, family structures, languages, religious/spiritual beliefs, and political beliefs, all living in a specific region.

Cultural diversity – is the term given to a range of peoples or societies with different ethnicities, racial identities, economic classes, family structures, languages, religious/spiritual beliefs, and political beliefs, all living in a specific region.

Cultural responsivity – First Things First embraces cultural responsivity as an intentional life long journey that holistically explores, honor, and values the diversity of the human experience.

Culturally responsive practice – a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Some of the characteristics of culturally responsive teaching are positive perspectives on parents and families; communication of high expectations; learning within the context of culture; student-centered instruction; culturally mediated instructions; reshaping the curriculum; and teacher as facilitator.[11]

Culture – includes ethnicity, racial identity, economic class, family structure, language, religious/spiritual beliefs, and political beliefs, all of which profoundly influence each child's development and relationship to the local community and to the world.

Early Childhood Education Professional development - a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, **training,** and **technical assistance**.[12]

Evidence-based – are programs that have been validated by documented and scientific research and the evidence has gone through a peer review process. Evidence is established through scientific research that has had a comparison between an intervention group and a control group where the intervention group has had a significant impact. Peer review means that someone external to the program or research team has reviewed the methodology and the findings to determine if standards were met.

Evidence-informed – is a program or service that has a clearly articulated theory of change (logic model) and has had some evaluation of the outcomes. This can be based on one program or service model that has been evaluated in multiple settings. An evidence informed program cannot be based on the evaluation of a program in only one setting, even if it has been done for many years in a community and everyone likes it.

Integrated early childhood professional development system - helps develop and retain a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals and crosses sectors serving early education professionals working in direct and non-direct service roles. Such roles may be in Head Start; for-profit and not-for-profit

[11] http://www.alliance.brown.edu/tdl/tl-strategies/crt-principles.html

[12] http://www.naeyc.org/GlossaryTraining_TA.pdf

child care programs in centers and homes; state prekindergarten programs in community-based and school-settings; public school programs; early intervention and special education services; resource and referral agencies; higher education institutions; state departments of education, licensing, health, and other early childhood education related departments.[13]

Learning cohorts – groups of adult learners participating in a professional development module together, meeting multiple times, in a set sequence, promoting an opportunity to build positive relationships, collaborate, and learn from each other (Delaware Institute for Excellence in Early Childhood). See also **Communities of practice** and **learning cohorts**.

Mentoring – "a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with **adult learning knowledge** and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity resulting in greater professional effectiveness" (NAEYC and NACCRRA, 2011).

Parallel Process – As it applies to work in early childhood, this concept of parallel process means that the relationship between caregiver and parent has bearing on the parent/child relationship. If the goal of early childhood professionals is for infants and toddlers to be nurtured through effective, healthy parent/child relationships, one contributor to that outcome would be for parents to also be "held" in nurturing, effective relationships with the providers caring for their children. Through effective support of parents in their role as nurturers and caregivers, providers—through the parallel process—contribute to the wellbeing of young children.

Peer-to-peer technical assistance – "fosters the development of relationship-based learning and support communities among colleagues, often in like roles. Peer-to-peer TA is based on the premise that a significant expert **knowledge** base exists in the field and that peers who have solved challenges on the ground have developed tools and strategies that can be shared with their colleagues" (NAEYC and NACCRRA, 2011).

Professional development (PD) – generally refers to ongoing learning opportunities available to **professionals** to enhance skills, knowledge and career advancement. Early childhood **professional development** encompasses all types of facilitated learning opportunities, including college coursework, conferences and workshops, observation and practice, coaching/mentoring, communities of practice, lesson study, reflective supervision, and **technical assistance**.

Professional development advising – "(sometimes referred to as career or PD counseling) is a one-on-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications" (NAEYC and NACCRRA, 2011).

Professional Development Instructor (PD Instructor) – an individual with subject matter and **adult learning knowledge** and skills who delivers **professional development**.

Professional Learning Communities – groups of educators engaging to improve their skills and **knowledge** through collaborative study, expertise exchange, and professional dialogue. They also see to improve the education aspirations, achievement, and attainment of their students through stronger leadership and teaching. See also **Communities of Practice** and **Learning Cohorts**.

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[13] http://www.naeyc.org/policy/ecwsi

Reflective listening – a communication strategy comprised of two steps: 1) seeking to understand a speaker's message and 2) attempting to understand the speaker's thoughts and feelings and relaying this understanding back to the speaker. Reflective listening is a more specific strategy than active listening.

Reflective Practice – the use of self-awareness, careful and continuous observation, and respectful, flexible responses that result in relationship-based programs.[14]

Reflective Supervision – a supervisory relationship grounded in honesty and trust that focuses on experiences, thoughts and feelings directly connected with the work of the employee in which each partner has a clear understanding of the reciprocal expectations of each partner.[15]

Strength-based relationships – a perspective which recognizes and uses the participant's existing strengths and assumes the participant has the ability to learn new skills and solve problems. Strength-based relationships effectively address concerns and involve participants in the process of discovery, learning, and coping with challenges while celebrating their accomplishments.

Technical assistance (TA) – "the provision of targeted and customized supports by a **professional**(s) with subject matter and **adult learning knowledge** and skill to develop or strengthen processes, **knowledge** application, or implementation of services by recipients" (NAEYC and NACCRRA, 2011).

Technical Assistance Provider (TA Provider) – one who provides targeted and customized supports to develop or strengthen processes, **knowledge** application, or implementation of services by recipients. **TA providers** include mentors, coaches, assessors, consultants, **professional development** advisors, and peer-to-peer TA's.

Training - a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program.[16]

Transfer of learning – the ability of a participant to apply the behavior, **knowledge**, and skills acquired in one situation to a different situation.

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[14] http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/
[15] http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/three-building-blocks-of-reflective-supervision.html

[16] http://www.naeyc.org/GlossaryTraining_TA.pdf

BUILD Arizona
Professional Development Workgroup

This second edition of *The Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* is the result of thoughtful collaboration among many early childhood professionals in the First Things First Professional Development Workgroup (PDWG). The Workgroup consists of representatives from Child Care Providers, Institutes of Higher Education, State Agencies, and Professional Development Providers. We thank the Professional Development Workgroup for their assistance and support. For more information on the Professional Development Workgroup or to become a member please contact Dawn Wilkinson, Professional Development System Specialist at dawilkinson@azftf.gov.

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