

ATTACHMENT 8

State Plan for Professional Development



Growing Professionals

North Dakota Early Childhood Professional Development

Introduction

What is early childhood professional development? Who is it for? Why is it important for North Dakota? How should it be addressed? For more than a decade, these questions have generated continuing discussion among the state's early childhood practitioners, early childhood professional associations, and early childhood training and education institutions. This document, the product of the North Dakota Early Childhood Professional Development Project, addresses these questions and describes the training and education model proposed by the project to provide quality professional development for the state's early childhood field.

An early childhood professional development system directly benefits North Dakota's early childhood practitioners; their needs and interests are an important consideration in the development and implementation of the system. The interests of the early childhood field as a whole are also important; North Dakota needs well trained professionals who demonstrate the skills and knowledge required to meet the standards of our industry. However, the most crucial consideration of an early childhood professional development system must be the needs of our state's children and families. As the vision and goals for early childhood professional development are implemented in North Dakota, the question must always be asked, "How will this positively impact our children?"

In North Dakota today, it is more common for a young child, birth through five years of age, to spend most of the day with a care provider than with a parent. 73% of North Dakota mothers (Kids Count, 2002) with children under age six are in the workforce, a percentage higher than the national average. Many care providers are family members or friends but an increasing number of children spend their days in formal care settings, such as licensed family-based or center-based programs, or in informal unlicensed care settings.

Research indicates that the early care a child receives has a significant influence on the child's development and impacts the child's ability to learn. The early learning years, birth through age five, are critical for brain development. Recent research has proven that a child's brain develops in response to environmental stimuli, highlighting the importance of early experiences to a child's future success and ability to learn. Among the extensive research findings are the following:

- High-quality infant care is associated with positive outcomes for children in cognitive and language development. Overall, children who are in high quality care and education settings show increased cognitive and language development. (Barnett, 1995; Brooks-Gunn et al, 1994; Burchinal et al, 1997, Burchinal et al, 2000; Feagans et al, 1995; Lamb, 1998; NICHD ECCRN, 2000; Ramey and Ramey, 1998)

- Children’s social and emotional development is correlated with quality child care settings. (Lamb, 1998; National Research Council, 1990; NICHD ECCRN, 1998; Scarr and Eisenberg, 1993)
- Children who have stable and secure relationships with caregivers show more competent interactions with adults and more advanced peer play, higher vocabulary levels, and more active engagement with materials, both in the preschool years and on into the school years. (Andersson, 1989; Field, 1991; Howes et al, 192; Oppenheim et al, 1998; Peisner-Feinberg et al, 2000)

The kinds of environments that promote desirable outcomes for children rarely happen by accident. Instead, they are the result of well-developed knowledge and skill on the part of practitioners. Studies show that the education and training of the practitioner is the number one indicator of quality in all child care settings. The more preparation practitioners have, the better able they are to provide the quality of care that leads to positive child outcomes. The skills and knowledge of our state’s early childhood teachers, child care providers, center directors and staff, and early childhood specialists contribute significantly to our children’s ability to become enthusiastic life-long learners who are able to succeed personally and professionally throughout their lives. In short, well-trained practitioners are better equipped to provide young children with the environments, experiences, and interactions they need to thrive and achieve.

North Dakota has demonstrated a commitment to quality early care and education by implementing numerous initiatives that support a trained early childhood workforce. Throughout the past decade, North Dakota has:

- Increased the certification requirements for early childhood educators in public schools
- Increased the number of articulation agreements among state and tribal higher education institutions
- Increased the availability of college level on-line coursework
- Implemented standardized infant toddler coursework in state and tribal colleges
- Delivered standardized community-based infant toddler training for practitioners caring for the youngest children
- Recruited, trained, and supported infant toddler trainers statewide
- Increased annual training requirements for licensed child care providers
- Implemented a basic child care training required for newly licensed family child care providers
- Developed and delivered statewide training specific to child care center directors
- Initiated a Child Care Development Specialist Apprenticeship Project for child care center staff
- Implemented child care licensing regulations on each tribal reservation

Despite these efforts, education and training systems for early childhood professionals continue to face many critical challenges:

- The state’s training requirements for licensed child care providers across all settings are not adequate to ensure that those working in the field have the necessary qualifications and skills to provide a high level of care
- Early childhood practitioners and regulatory systems, as well as state policy makers, are not united in their understanding or support of the need for

professional development opportunities to increased the knowledge and skill of the state's early childhood workforce

- Early childhood systems remain fragmented, with no standardized qualifications or mechanism for professional progression in place
- Training is not linked to college-level coursework, limiting a practitioner's ability to receive college credit needed for professional advancement
- Career advising is unavailable to practitioners not enrolled in a higher education institution
- No consistent system is in place to monitor the quality of early childhood training curricula or instruction, and to ensure that training is relevant to the needs of the early childhood community

To address these challenges, the North Dakota Department of Human Services, with funding from the Archibald Bush Foundation of St. Paul, MN, invited representatives from the early childhood community to participate in the North Dakota Early Childhood Professional Development Project (see attachment: History of Professional Development in North Dakota). The Project's objective is to plan a seamless professional development system to benefit the field of early childhood.

This document provides an overview of the initial planning completed by the North Dakota Early Childhood Professional Development Project and addresses the following:

Understanding Early Childhood Professional Development: Answers to commonly asked questions about professional development plan and the benefits such an approach brings to the early childhood community and to our state.

Components of Professional Development: An explanation of the elements that make up a professional development system.

Key Assumptions of Early Childhood Professional Development in North Dakota: The understandings that guide and underpin North Dakota's Early Childhood Professional Development Plan.

North Dakota's Early Childhood Professional Development Plan: A draft document that describes the model currently proposed for North Dakota by the North Dakota Early Childhood Professional Development Project. This section is the heart of the document and will require input and comment from all sectors of the early childhood community.

Implementation Plan for North Dakota's Early Childhood Professional Development System: An action plan and time line for the implementation of the proposed professional development plan (to be developed).



Understanding Early Childhood Professional Development

What is early childhood professional development?

Professional development is the systematic, formal preparatory process through which early childhood practitioners gain the knowledge, skills, and dispositions necessary to serve children and families. At the same time, a professional development system maps the careers options available in the field of early childhood and sets standards for achievement of career goals. Professional development in early childhood, as in any other field, means cumulative progress toward a future goal through pre-determined steps.

For early childhood practitioners, professional development offers the following advantages:

- **Learning and Growing:** A continuous learning process that has no end point; to learn and grow is a life-long commitment.
- **Knowledge and Skill:** Increasing knowledge and skill throughout the practitioner's professional career.
- **Recognition:** A way to be recognized for the knowledge and skill the practitioner brings to the job.
- **Choice:** A voluntary personal choice for self improvement and career advancement, not a mandate.
- **Opportunity:** Potentially increased earning power and expanded career options.

Who benefits from an early childhood professional development system?

The broad answer to this question is simply "everyone." Every citizen benefits when children are raised to be competent, capable, productive, responsible, and thoughtful. When we give our children the start they need and deserve, we all enjoy the results. A commitment to the field of early childhood is an investment in the future of our state.

Generally, the term "early childhood" is used to define the period of development from birth to age eight. A well-designed early childhood professional development system meets the needs of a broad range of audiences: child care providers, teachers, educators, trainers, directors, administrators, advocates for children, and those interested in pursuing a career in the early childhood field (students and volunteers). In North Dakota, many practitioners will benefit from the implementation of a professional development system:

- State and tribal family and group child care providers
- State and tribal center child care administrators and staff
- State and tribal Head Start administrators and staff
- State and tribal higher education instructors

Why is it important for North Dakota to implement an early childhood professional development system?

The most important reason to implement an early childhood professional development system in North Dakota is our children. Practitioners who have a strong knowledge base and understand the needs of children provide higher quality care than those with less education and training (Kagen and Cohen, 1996). To improve the quality of care provided to the children of North Dakota, we must increase the quality of preparation provided to early childhood practitioners. A professional development system ensures that the training and education available to early childhood practitioners is based on child development research and designed to help practitioners continually refine the knowledge and skill they need to provide the best possible care to young children and their families.

Though the health and well-being of our children is the primary focus of an early childhood professional development system, a system also provides the field with some of the advantages enjoyed by other professionals. By standardizing the preparatory process necessary to be employed in various capacities in the early childhood field, a professional development system gives the field credibility. It makes clear to those in the field and those watching from outside that early childhood practitioners have taken steps to become as professional as possible. It gives practitioners a way to document their professional progress in meaningful ways. A professional development system lays out a progressive pathway for those interested in career change or advancement and it opens the door to funding for ongoing education and training.

What are the benefits of an early childhood professional development system?

In addition to offering our state's children and families the choice of early childhood care and education settings that provide higher quality care, the implementation of an early childhood professional development system will:

- Prepare early childhood practitioners to provide high quality care to North Dakota's children.
- Ensure quality in the early childhood training and education available statewide.
- Articulate training and education credits, allowing the knowledge and skills acquired through one system of education or training to be accepted and applied at another.
- Set standards for the preparation of the early childhood workforce.
- Provide support and career counseling to those who wish to pursue personal and professional development.
- Track professional progress for participants.
- Provide a vehicle to promote early childhood professional development and the importance of strengthening the early childhood field.



Components of an Early Childhood Professional Development System

An effective professional development system includes a number of components, or elements, including:

- **Career categories:**
Career categories describe the roles and career options that early childhood practitioners can achieve, and detail the pathways between each category. Each category describes the training and education, fieldwork, essential knowledge base, and personal dispositions needed to qualify for the roles and career options listed.
- **A core body of knowledge for all early childhood practitioners:**
“Core knowledge” describes the specific knowledge needed by early childhood practitioners to work effectively with and for young children and their families. The areas included in the core competencies represent the development domains of early childhood and child development, and the aspects of good early childhood practice and programming that lead to positive outcomes for all children. The core knowledge areas are used to define the content of training curriculum and to describe observable skills needed by practitioners.
- **A practitioner’s registry:**
A practitioner’s registry is a central clearing house of information to track and verify practitioner’s qualifications for various roles in the field. A registry also recognizes professional achievement and attainment. The registry keeps records of a practitioner’s training and education, and issues official transcripts that list a practitioner’s completed training.
- **Career advising:**
A career advising system is learner-centered and focused on the individual practitioner. Knowledgeable advisors are available to help practitioners recognize and set individual goals, encourage and empower practitioners to achieve their goals, and to assist practitioners in navigating the practical steps toward their goals. Career advising may include the development of individual training plans, information about options and opportunities, and help in accessing various systems such as higher education and scholarship funds.
- **Training approval process:**
A training approval process ensures that the materials used to train practitioners are research-based and representative of best practices, and that training content clearly links practice to research and theory. A training approval process reviews training materials to ensure that all training applied toward professional development is of good quality, and that it addresses core knowledge areas, is leveled for different skills and interests, and is appropriate to the many specializations in the field.

- **Trainer approval process:**
A trainer approval process establishes standards and qualifications for trainers; including trainer education, experience, and skill. The process ensures that trainers and instructors are knowledgeable of the most current research and theory in their subject area and that they are able to represent it well to diverse groups of adult learners. The process also ensures that trainers meet the requirements of various training and education systems, such as those set nationally for CDA training or by higher education institutions to issue CEU credits. Trainers are approved to teach specific content areas, levels, and/or specializations.
- **Training information system:**
The training information system is a way to publicize training and education opportunities in one central location. This includes published training catalogues and newsletters as well as on-line listings of available training and education in the state.
- **Specialized credentials:**
Specialized credentials are established to recognize practitioners who have, through training and assessment, demonstrated specific expertise, knowledge, and skill in a particular focus area or specialization.
- **Training delivery systems and articulation:**
One purpose of a professional development system is to coordinate the training and education that is available to early childhood practitioners and to link approved community-based training with higher education. This system supports practitioners in their ongoing personal and professional growth by allowing practitioners to apply certain training they've taken at the community level toward a degree program or college credit.
- **Incentives and scholarships:**
An important goal of a professional development system is to demonstrate the clear and progressive professional pathways available to practitioners in the field of early childhood and to thus make available more funds to support practitioner incentives, tuition assistance, and scholarships.



Key Assumptions of North Dakota's Early Childhood Professional Development Plan

North Dakota's Early Childhood Professional Development Plan is based on several key assumptions, which govern our understanding of the needs of children and families, and of the responsibility and public trust placed on the field of early childhood to meet these needs. Key assumptions include:

KEY ASSUMPTION #1: The factors that result in healthy child growth and development are the same across all early childhood settings.

Practitioners in all settings---licensed family child care, center-based care, Head Start, and public schools, rural and urban, large and small---must be grounded in the same core knowledge and demonstrate the same fundamental skills and attributes that lead to positive child outcomes. An understanding of the core knowledge and principles that define the field of early childhood is essential to direct care providers as well as to those in administrative, support, education, and specialized roles.

KEY ASSUMPTION #2: Children are developing, growing, and learning at all times, in all settings.

Children's growth, development, and learning are not limited to certain times of the day or to certain locations. Children do not suddenly begin to learn when they enter public school. In fact, children are learning at all times. Every experience, interaction, and relationship teaches the child something about the world and their ability to function in it. The question we must ask is not where children learn but rather *what* children learn across all settings. As an early childhood community and as a state, we want to ensure that all of our children are cared for in environments that foster successful development and learning, and that lead to positive outcomes for every child.

KEY ASSUMPTION #3: The training and education of caregivers is the number one indicator of child care quality.

Credible, meaningful, rigorous, and ongoing training and education is the key to better environments for our children. No one ever knows all there is to know about child development and good practice, and new information is continually emerging. Individuals who care for our children and/or work in the field of early childhood should possess the knowledge and skills needed to provide our children with safe, healthy learning environments. Training and education are ongoing processes for all practitioners in the early childhood field.

KEY ASSUMPTION #4: Experience, based on developmentally appropriate practices, is the key to better environments for our children.

Research clearly shows that longevity alone is not an indicator of quality early care. In fact, research suggests that the longer an individual provides care without proper training in good practice, the more firmly entrenched they become in inappropriate practices (Dunn, L. 1993; Galinsky et al, 1994; Kagan and Newton, 1989; Kontos, 1994; Kontos and Fiene, 1987; Ruopp et al, 1979; Whitebrook et al 1990).

KEY ASSUMPTION #5: Specific careers require specific knowledge and skill.

To qualify for most professional positions, specific skills and knowledge are required. For example, to be an instructor at a college requires an advanced degree and other specific skills. To be center director requires knowledge of child development as well as knowledge of financial management, personnel, labor laws, and other knowledge unique to the position. North Dakota's Early Childhood Professional Development Plan details the education, skills, and knowledge that specific careers in the field of early childhood require and sets a standard for career positions.

KEY ASSUMPTION #6: Professional development is an investment with solid returns.

Clearly, the training and education of early childhood practitioners results in positive returns for the children in care and gives families using child care more quality choices. Just as clearly, training and education result in positive returns for early childhood practitioners; when a person invests in them self, they expand their options and opportunities and come to see themselves in new and exciting ways. Finally, professional development is an investment for our state--a better trained workforce results in solid economic returns and adds to the quality of life available in North Dakota.



North Dakota's Early Childhood Professional Development Plan

North Dakota's Early Childhood Professional Development Plan is represented by a detailed grid of professional categories that define the unique characteristics and requirements for early childhood practitioners across a range of early childhood roles. This draft document describes the model currently proposed for North Dakota by the North Dakota Early Childhood Professional Development Project.

The following pages contain the categories defined by the Early Childhood Professional Development Plan and describe the training and education, field work, core knowledge content, and personal and professional dispositions necessary for various positions and professional involvements in the field of early childhood.

Categories of Professional Development

North Dakota's Early Childhood Professional Development Plan contains five categories of professional development, with two sub-categories:

- **Basic:** This category includes individuals who meet minimal licensing standards set by the state.
- **Core Training and Education:** This is the most general category of the plan and is focused mainly on direct care practitioners. The category is designed to recognize practitioner's knowledge and skill through demonstrated competence.
- **Credentials:** This category represents the options available to those who have attained a nationally recognized credential such as the Child Development Associate (CDA). A sub-category details the options available for registered apprenticeship (CCDS). A second sub-category includes a new focus area for child care center directors, which more clearly specifies the qualifications needed to become a child care center director in North Dakota and advocates for a new North Dakota center director credential.
- **Associate:** This category represents the options available to those who have completed an Associate (A.A. or A.A.S.) degree in Early Childhood Development.
- **Baccalaureate:** In this category, the options open to those who have completed a bachelor's (B.A. or B.S.) degree in Early Childhood Development or related field are detailed.
- **Advanced:** This category details the career options, education, and other professional considerations for those who have completed an advanced degree (M.S., M.Ed., M.A., Ph.D., Ed.D.) in Early Childhood Development of related field.

NOTE: It should be noted that certain positions, such as licensed family or group child care, are not specific to one category. Indeed, practitioners who provide licensed family child care in North Dakota may have no education beyond a high school degree while others have a bachelor's degree. However, the Early Childhood Professional Development Plan sets the expectation that all practitioners will demonstrate the knowledge and attributes required by our field and meet pre-determined standards.

The category of professional development

Early Care and Education Professional Development			
Category: Core Training and Education			
Career Opportunities	Education/Training Required	Fieldwork Required	Articulating Delivery Systems
License Provider License Provider Child Care	diploma or GED R <i>In addition to the above for care providers and center staff:</i> 6 hours service Basic course (family y) Annual training in age areas, as the Early standards and view Board	None required	Child Care Resource and
<p>Describes the career options available to those who meet the criteria established in each category and sets the standards required for specific career options</p>	<p>Identifies the specific training and education required for professional involvement in each category and establishes the educational attainments that can be applied toward state or national professional credentials and articulated to institutions of higher education</p>	<p>Identifies the training and education systems that are linked by articulation agreements and/or approved to deliver training that can be applied toward national professional credentials such as CDA. NOTE: Training obtained from other delivery sources may not apply toward professional development, either in North Dakota or nationally.</p>	<p>Defines the professional experience required in each category</p>
Core Knowledge		Personal Dispositions	
<ul style="list-style-type: none"> Establishing a safe, healthy learning environment Advancing children's physical and cognitive development Supporting children's social and emotional development Appropriate and positive guidance Establishing positive relationships Understanding and implementing curriculum Group / classroom management Cultural competency Professionalism Knowledge of environmental rating scales <p><i>In addition to the above, for family and group child care providers:</i></p> <ul style="list-style-type: none"> Program Management <ul style="list-style-type: none"> Record keeping Policies and procedures Tax information 		<ul style="list-style-type: none"> Emotionally and physically healthy Desire to help children and families Flexible Dependable Responsible Compassionate Positive attitude 	
<p>Outlines the essential knowledge needed by practitioners in each category to successfully meet the needs of children and their families</p>		<p>Describes the personal characteristics and attributes required of a professional in each category</p>	

Early Care and Education Professional Development

Category: Basic Training and Education

Career Opportunities	Education/Training Required	Fieldwork Required	Delivery Systems
<p>Licensed Family Child Care Provider</p> <p>Licensed Group Child Care Provider</p> <p>Child Care Center Aide</p> <p>Head Start Aide</p>	<p>First Aid / CPR</p> <p><i>In addition to the above for family child care providers and center staff:</i></p> <p>6-hour pre-service Basic Child Care course (Family Child Care only)</p> <p><i>and</i></p> <p>9-12 hours annual county approved training</p>	<p>None required</p>	<p>County approved</p>
Core Knowledge			Personal Dispositions
<ul style="list-style-type: none"> • Knowledge/appreciation of Developmentally Appropriate Practices • Awareness of abuse and neglect • Supervision of children • Cleanliness • Safety • Basic business procedures for licensed family and group child care providers • Record keeping • Understanding of the licensing rules and regulations for setting specific to practitioner 			<ul style="list-style-type: none"> • Mentally, emotionally and physically able to provide care • Desire to help children and families • Flexible • Dependable • Responsible • Compassionate • Positive attitude

Early Care and Education Professional Development

Category: Core Training and Education

Career Opportunities	Education/Training Required	Fieldwork Required	Articulating Delivery Systems
Step One			
Licensed Family Child Care Provider Licensed Group Child Care Provider Child Care Center Aide Head Start Aide	High School diploma or GED First Aid / CPR and At least 20 hours annual training in core knowledge areas, as approved by the Early Childhood Education Board OR a certificate of specialization OR 15 hours annual approved training and at least five years experience in a licensed child care/Head Start setting	ITERS, ECERS, or FDCRS composite score of 5 or higher**	Child Care Resource and Referral (CCR&R) Head Start U.S. Military Tribal colleges State colleges and universities NOTE: First Aid training must be provided by a state-approved training provider
Step Two			
Licensed Family Child Care Provider Licensed Group Child Care Provider Child Care Center Aide Head Start Aide Peer Mentor	High School diploma or GED First Aid / CPR and At least 30 hours annual training in core knowledge areas, as approved by the Early Childhood Education Board OR 25 hours annual approved training and at least seven years experience in a licensed child care/Head Start setting	ITERS, ECERS, or FDCRS composite score of 5 or higher**	Child Care Resource and Referral (CCR&R) Head Start U.S. Military Tribal colleges State colleges and universities NOTE: First Aid training must be provided by a state-approved training provider
Step Three			
Licensed Family Child Care Provider Licensed Group Child Care Provider Child Care Center Aide Head Start Aide Peer Mentor NAFCC accreditation	High School diploma or GED First Aid / CPR Active professional association membership and At least 45 hours annual training in core knowledge areas, as approved by the Early Childhood Education Board OR 35 hours annual approved training and at least ten years experience in a licensed child care/Head Start setting	ITERS, ECERS, or FDCRS composite score of 5 or higher**	Child Care Resource and Referral (CCR&R) Head Start U.S. Military Tribal colleges State colleges and universities NOTE: First Aid training must be provided by a state-approved training provider

Core Knowledge	Personal Dispositions
<ul style="list-style-type: none"> • Developmentally Appropriate Practices • Establishing a safe, healthy learning environment: • Advancing children’s physical and intellectual development • Supporting children’s social and emotional development • Appropriate and positive guidance • Establishing positive relationships with families • Understanding and implementing developmentally appropriate practices • Group / classroom management • Cultural competency • Professionalism • Knowledge of environmental rating scales <p><i>In addition to the above, for family and group child care providers:</i></p> <ul style="list-style-type: none"> • Program Management <ul style="list-style-type: none"> • Record keeping • Policies and procedures • Tax information 	<ul style="list-style-type: none"> • Emotionally and physically healthy • Desire to help children and families • Flexible • Dependable • Responsible • Compassionate • Positive attitude

*****NOTE: Environmental rating scale (ITERS, ECERS, and FDCERS) must be completed by a trained and approved evaluator. Environmental rating scales are completed at the time of initial qualification. Step qualification is given for a three-year period. To renew step qualification, subsequent rating scale assessments are required every three years and, over the three year period, the practitioner must document an average of the required training hours (EX: at Step Three, 45 hours are required annually for a total of 135 hours. However, a practitioner may document 45 in the first year, 25 in the second year, and 65 in the third year to achieve the required total hours).**

Early Care and Education Professional Development			
Category: Credential			
Career Opportunities	Education/Training Required	Fieldwork Required	Articulating Delivery Systems
Focus One: Child Development Associate (CDA)			
<p>All of the career opportunities listed in Core category above plus:</p> <p>Level 1 trainer</p> <p>Head Start assistant teacher</p> <p>Center teacher</p> <p>CDA advisor</p>	<p>High School diploma or GED</p> <p>120 hours of approved training in CDA Functional Areas, with approved trainers, Head Start, or U.S. Military</p> <p>OR</p> <p>8 or 9 semester credits to meet the training requirements in the CDA Functional areas</p> <p>Renewal Requirement: 3 semester credits or 4.5 CEUs in early childhood or child development in the first three years and thereafter, every five years</p> <p>In addition to the above for family child care providers and center staff:</p> <p>9-12 hours annual training in core knowledge areas, as approved by the Early Childhood Education Board. Current First Aid / CPR</p> <p>For trainers: Code of Ethics training and coursework in adult learning principles</p>	<p>480 hours in a licensed or state approved child care setting</p> <p>Membership in an early childhood professional organization</p> <p>In addition for trainers:</p> <p>7-15 presentation hours and two years direct care experience with children and families</p>	<p>Child Care Resource and Referral (CCR&R)</p> <p>Head Start</p> <p>U.S. Military</p> <p>Tribal colleges</p> <p>State colleges and universities</p> <p>NOTE: First Aid training must be provided by a state-approved training provider</p>
Core Knowledge			Personal Dispositions
<p>In addition to the Core Knowledge components listed in previous categories:</p> <ul style="list-style-type: none"> • Observing and recording children's behavior • Child growth and development • Inclusion of children with special needs • Planning (individual and curriculum) • Oral and written communication skills • Use of environmental rating scales <p>In addition to all the above, for family and group child care:</p> <ul style="list-style-type: none"> • Small business practices 			<p>In addition to the dispositions listed in previous categories:</p> <ul style="list-style-type: none"> • Commitment to helping children and families • Self motivated • Commitment to the field • Willingness to be mentored • Willingness to work with others • Commitment to the Code of Ethical Conduct

Early Care and Education Professional Development			
Category: Credential			
Career Opportunities	Education/Training Required	Fieldwork Required	Articulating Delivery Systems
Focus Two: Registered Apprenticeship			
<p>All of the career opportunities listed in Core and Credential categories above plus:</p> <p>Center lead teacher</p> <p>Center Supervisor</p>	<p>Minimum valid CDA Credential plus 9 semester credits in early childhood or child development</p> <p>Renewal Requirement: 3 semester credits or 4.5 CEUs in early childhood or child development in the first three years and thereafter, every five years.</p>	<p>2 years (4000 hours) in as a registered apprentice at an Apprenticeship Sponsor Site</p> <p>Membership in an early childhood professional organization</p>	<p>Child Care Resource and Referral (CCR&R)</p> <p>Registered Apprenticeship Sponsor Sites</p> <p>Tribal colleges</p> <p>State colleges and universities</p>
Core Knowledge			Personal Dispositions
<p>In addition to the Core Knowledge components listed in previous categories:</p> <ul style="list-style-type: none"> • Use of environmental rating scales to assess classroom practices 			<p>Those listed in previous categories</p>
Focus Three: Center Director Credential			
<p>All of the career opportunities listed in Core and Credential categories above plus:</p> <p>Center Director</p>	<p>Minimum valid CDA Credential plus 15 semester credits in early childhood or child development, to include at least 3 semester credits in administration / business practices</p> <p>Renewal Requirement: 3 semester credits or 4.5 CEUs in early childhood or child development in the first three years and thereafter, every five years</p>	<p>3 years (6000 hours) of work experience in an early care and education setting, to include 80 hours of mentoring in administration</p> <p>Membership in an early childhood professional organization</p>	<p>Child Care Resource and Referral (CCR&R)</p> <p>Tribal colleges</p> <p>State colleges and universities</p>
Core Knowledge			Personal Dispositions
<p>In addition to the Core Knowledge components listed in previous categories:</p> <ul style="list-style-type: none"> • State licensing rules and regulations • Interpersonal relationship building • Problem solving and conflict resolution • Organizational and time management • Advanced ability to interact with families • Administrative, personnel, and supervisory skills • Labor laws • Goal setting • Fiscal management • Use of rating scales to assess program quality and set action steps for program improvement 			<p>Those listed in previous categories</p>

Early Care and Education Professional Development

Category: Associate

Career Opportunities	Education/Training Required	Fieldwork Required	Articulating Delivery Systems
<p>All of the career opportunities listed in Core and Credential categories above plus:</p> <p>Para-professional</p> <p>Level 2 trainer</p>	<p>Associate of Applied Science (AAS)</p> <p>Associate of Arts (AA)</p> <p>Associate of Science (AS)</p> <p>Degree must be in early childhood or child development</p> <p>In addition to the above</p> <p>For family child care providers and center staff: 9-12 hours annual training in core knowledge areas, as approved by the Early Childhood Education Board. Current First Aid / CPR</p> <p>For center directors: 18 training hours or coursework in administration, business practices, or early childhood programming</p> <p>For trainers: Code of Ethics training and coursework in adult learning principles and documented continuing education in field of expertise</p>	<p>2 years in early care and education field</p> <p>OR</p> <p>Equivalent supervised internship in an early care and education setting</p> <p>In addition to the above</p> <p>For trainers: 16-24 presentation hours, two years direct care experience with children and families, and membership in a professional organization</p>	<p>Tribal colleges</p> <p>State colleges and universities</p> <p>Approved on-line degree programs</p> <p>NOTE: First Aid training must be provided by a state-approved training provider</p>
Core Knowledge			Personal Dispositions
<p>In addition to the Core Knowledge components listed in previous categories:</p> <ul style="list-style-type: none"> • Understanding the multiple interacting influences on children's development and learning • Complex characteristics of children's families and communities • Effective and responsible methods of assessment to positively influence children's development and learning • Developmentally effective approaches to teaching and learning • Ethical guidelines and professional standards 			<p>In addition to the dispositions listed in previous categories:</p> <ul style="list-style-type: none"> • Commitment to advocacy for the field • Interest in mentoring others

Early Care and Education Professional Development

Category: Baccalaureate

Career Opportunities	Education/Training Required	Fieldwork Required	Articulating Delivery Systems
<p>All of the career opportunities listed in Core, Credential, and Associate Categories above plus:</p> <p>Head Start teacher (proposed 2008)</p> <p>Head Start director</p> <p>Head Start coordinator / specialist*</p> <p>Early childhood teacher in public school setting*</p> <p>CCR&R positions</p> <p>Early childhood special education teacher in a public school setting*</p> <p>Child Life Specialist*</p> <p>Early childhood licensing specialist*</p> <p>Parent educator*</p> <p>Extension positions</p> <p>Healthy Child Care nurse* (requires a degree in nursing)</p> <p>Level 3 trainer</p> <p>*Career opportunities may require additional or specialized education</p>	<p>Bachelor of Arts (BA)</p> <p>Bachelor of Science (BS)</p> <p>Degree must be in early childhood or child development OR elementary education with an early childhood minor or equivalent.</p> <p>In addition to the above</p> <p>For family child care providers and center staff: 9-12 hours annual training in core knowledge areas, as approved by the Early Childhood Education Board. Current First Aid / CPR</p> <p>For center directors: 18 training hours or coursework in administration, business practices, or early childhood programming</p> <p>For trainers: Code of Ethics training and coursework in adult learning principles and documented continuing education in field of expertise</p>	<p>1 year in early care and education field</p> <p>OR</p> <p>Equivalent supervised internship in an early care and education setting</p> <p>In addition to the above</p> <p>For trainers: 25 or more presentation hours, two years direct care experience with children and families, and membership in a professional organization</p>	<p>Tribal colleges</p> <p>State colleges and universities</p> <p>Approved on-line degree programs</p> <p>NOTE: First Aid training must be provided by a state-approved training provider</p>
Core Knowledge			Personal Dispositions
<p>In addition to the Core Knowledge components listed in previous categories:</p> <ul style="list-style-type: none"> • Advanced communication skills • Creating environments that are healthy, respectful, supportive, and challenging for all children • Identifying and referring children with special needs or developmental concerns • Design, implement, and evaluate experiences that promote positive developmental and learning for all children • Use of wide array of approaches, strategies, and tools to positively influence children's development and learning 			<p>As listed in previous categories</p>

Early Care and Education Professional Development

Category: Advanced

Career Opportunities	Education/Training Required	Fieldwork Required	Articulating Delivery Systems
<p>All of the career opportunities listed in Core, Credential, Associate, and Baccalaureate categories above plus:</p> <p>College instructor</p> <p>Professor</p> <p>Family therapist*</p> <p>Program Administration</p> <p>Level Four trainer</p> <p>*Career opportunities may require additional or specialized education</p>	<p>Masters of Arts (MA) Masters of Science (MS) Masters of Education (M.Ed.) Doctor of Philosophy (Ph.D.) Doctor of Education (Ed.D)</p> <p>Degree must be in early childhood or child development OR elementary education with an early childhood minor or equivalent.</p> <p>In addition to the above</p> <p>For family child care providers and center staff: 9-12 hours annual training in core knowledge areas, as approved by the Early Childhood Education Board. Current First Aid / CPR</p> <p>For center directors: 18 training hours or coursework in administration, business practices, or early childhood programming</p> <p>For trainers: Code of Ethics training and coursework in adult learning principles and documented continuing education in field of expertise</p>	<p>1 year in early care and education field</p> <p>OR</p> <p>Equivalent supervised internship in an early care and education setting</p> <p>In addition to the above</p> <p>For trainers: 25 or more presentation hours, two years direct care experience with children and families, and membership in a professional organization</p>	<p>Colleges and universities</p> <p>NOTE: First Aid training must be provided by a state-approved training provider</p>
Core Knowledge			Personal Dispositions
<i>All those listed in previous categories</i>			<i>All those listed in previous categories</i>

Early Care and Education Professional Development				
Certificates of Specialization and focused training				
Certificate	Career Opportunities	Education/Training Required	Fieldwork Required	Renewal
Infant Toddler Certificate	All categories	20 hours of <i>WestEd ITTI</i> training, with at least 5 hours from each of the four modules. Training must have been taken within the past two years.	ITERS or FDCRS rating scale with scores of at least 5 on designated indicators*	Must be renewed every three years. Renewal requires 8 additional hours of <i>WestEd ITTI</i> training or other approved infant toddler training, and an ITERS or FDCRS rating scale with scores of 5 or higher on designated indicators.
School-age Certificate	All categories	Completion of the <i>Caring for School Age Children</i> packet training within the past year.	SACERS or FDCRS rating scale with scores of at least 5 on designated indicators*	Must be renewed every three years. Renewal requires 12 additional hours of approved school-age training and a SACERS or FDCRS with a score of at least 5 on designated indicators
Exceptional Needs Specialist	All categories	20 hours of <i>Project Exceptional</i> training. Training must have been taken within the past two years.	ITERS, ECERS, or FDCRS rating scale with scores of at least 5 or above on designated indicators*	Must be renewed every three years. Renewal requires 12 additional hours of <i>Project Exceptional</i> or approved training and an ITERS, ECERS, or FDCRS with scores of at least 5 or above on designated indicators
Family Child Care Management Specialist	All categories	20 hours of <i>Dollars and Sense</i> training. Training must have been taken within the past two years.	Submission of portfolio including business plan, program handbook, program policies and procedures, and business forms	Must be renewed every three years. Renewal requires 10 additional hours of approved business or management training.

***NOTE: Environmental rating scale (ITERS, ECERS, FDCRS, and SACERS) must be completed by a trained and approved evaluator.**



Glossary of Terms

Articulation: Agreements or links between training and education systems that allow credits taken from one system to be transferred to and applied at another system

Apprentice: An individual registered with the federal Bureau of Apprenticeship and Training to complete the two-year apprenticeship training program as described in the state Apprenticeship Standards

Apprenticeship: The two-year period of education and on-the-job training that registered apprentices complete, as described in the state Apprenticeship Standards

Apprenticeship Sponsor Site: A child care program that has agreed to abide by the state Apprenticeship Standards to train and mentor apprentices, and which has registered with the federal Bureau of Apprenticeship and Training

Archibald Bush Foundation: A grant funding organization with interests in areas related to child development and the training of early care and education practitioners

Basic Child Care: A six-hour state required course for newly licensed family and group child care providers

Child Care Development Specialist (CCDS): The federal Department of Labor credential earned by individuals who successfully complete a registered apprenticeship program

Child Development Associate (CDA): A nationally recognized early childhood professional credential awarded to individuals who successfully complete the nationally established requirements of the CDA program to work with children ages birth to five years

CDA Advisor: An individual who meets the nationally established qualifications to serve as an advisor to CDA candidates

CDA Functional Area: The domains of child development and early childhood programming that define the CDA approach to training and skills building

Career Advising: A formal system in which knowledgeable advisors help practitioners recognize and set individual professional goals and access systems to meet those goals

CCR&R: Child Care Resource and Referral. Part of a national network of CCR&R agencies designed to help families, child care providers, and communities find, provide, and plan for affordable, quality child care.

Core Body of Knowledge: The research-based knowledge that informs the field of early childhood and child development and directs the core, or essential, knowledge that early childhood practitioners should learn and apply

CEUs: Continuing Education Units, which are issued by higher education institutions. They may be obtained at conferences of professional education organizations and may be applied to renewal of professional credentials such as the CDA or may be required for renewal of various certificates and licensures

Credential: A professional award given for successful completion of pre-determined requirements and qualifications

Code of Ethics: The agreed upon standards for professional behavior and decision making that direct the work of practitioners in the field

Core Curriculum: The foundational knowledge base for the early childhood profession.

Early Childhood: The period of life from birth to age eight

Early Childhood Standards and Practices Review Board: A group proposed by the North Dakota Early Childhood Professional Development Plan to oversee early childhood training, trainers, and training delivery

Environmental Rating Scale: The nationally recognized set of observation tools used to assess the quality of early childhood and school age care environments

Developmentally Appropriate Practice: Research-based effective and respectful caregiving and teaching practices that lead to positive outcomes for children.

Dollars and Sense: A training curriculum that focuses on business and communication practices for family child care providers

Fieldwork: A supervised or mentored caregiving or teaching experience in the field, working with young children and their families

Head Start: A federally funded early childhood and family support program

Licensing Rules and Regulations: The laws that govern the direct care of young children in formal and informal child care settings

Licensed Family Child Care Provider: An individual licensed by the state to provide care for up to 7 children including their own in the individual's home

Licensed Group Child Care Provider: A program licensed by the state to care for 8-18 children including their own, with a second caregiver

Natural Allies: A grant funded project designed to build collaboration between early childhood systems to support children with disabilities and their families

NDAEYC: North Dakota Association for the Education of Young Children. The state affiliate of the national early childhood professional organization called the Association for the Education of Young Children

NDCCPI: North Dakota Child Care Providers Incorporated

NDDHS: North Dakota Department of Human Services

ND Head Start Collaboration Office: The state Head Start office designed to create a visible presence at the state level to assist in the development of the significant, multi-agency and public-private partnerships between Head Start and the state.

Para-professional: An individual who assists in working with children and families under the direction of a qualified teacher or other professional

Portfolio: A collection of work that demonstrates knowledge of a particular area and/or growth and development over time

Project Exceptional: A training curriculum that focuses on the inclusion of children with special needs in community child care settings

Registry: A system to track and document professional development, including education and other professional accomplishments. A registry might also be used to track and advertise available training and education opportunities

Stake holder: Individuals or organizations that have a vested interest in a particular subject or project

Trainer, Level 1- 4: Refers to the system of professional development for early childhood trainers that links trainer education, experience and other demonstrated skills to training delivery

WestEd and PITC: The standardized training curriculum for caregivers of infants and toddlers, developed by the Program for Infant Toddler Caregiver (PITC), and delivered in North Dakota as a state training initiative

ATTACHMENTS

History of Professional Development Planning in North Dakota

For a number of years, the need for a early childhood professional development system has been recognized by early childhood practitioners and entities in North Dakota. This section briefly chronicles the professional development efforts that have taken place in our state over the past decade.

1992 The Visioning Plan

The early childhood community develops a five-year plan for early childhood in North Dakota. Plan developers identify professional development as a key issue to be addressed and call for the following action:

- Develop and implement an Early Childhood Development Plan to establish that early childhood professional standards, preparation and compensation will be on a par with other similar professions.
- Encourage the development of certification and endorsements/credentials for early childhood educators teaching children, birth through age eight. The endorsements will be for teachers of children ages 0-3, 3-5, and 5-8, and credentials will be for teachers of children in early childhood special education ages 0-3 and 3-8.
- Ensure that all training opportunities in North Dakota will be available to early childhood professionals.

1993 The Bush Foundations funds the Infant-Toddler Training Project

The North Dakota Department of Human Services receives funding from the Bush Foundation to establish an infant-toddler child care provider training delivery system throughout the state inclusive of the four tribal reservations.

1995 The North Dakota Associations for the Education of Young Children (NDAEYC) creates a professional development plan for early childhood professionals

1996 The North Dakota Child Care Providers Incorporated (NDCCPI) creates a professional development plan for family child care providers

1997 Training requirements for licensed child care providers are increased

1999 Child Care Resource and Referral (CCR&R) develops a professional development plan for all early childhood practitioners, begins to level core curriculum to identify training gaps, implements trainer qualification criteria, and establishes the CCR&R Training Approval Board

2000 Head Start mandates that 50% of teaching staff hold Associate degrees by 2003

Growing Futures: the early childhood community develops a five-year plan for early childhood in North Dakota

In 2000, representatives from North Dakota's early childhood community assembled to define a new plan to move early childhood services forward in the coming five-years. The planning process, funded by the North Dakota Head Start Collaborative Office, identified "improving the status of child care professional" as a major goal and formulated action steps to address the issue, including:

- Review, revise, and implement career development plans for early care and education professionals
- Formulate a career development plan for early childhood licensors
- Coordinate and share available training opportunities
- Develop an articulation plan to address the continuity of higher education in the early childhood field
- Develop comprehensive trainings that address specialized issues and needs
- Strengthen and expand delivery systems that enable optimum accessibility to quality early childhood training and education
- Develop a comprehensive system of financial support for early childhood professional development

The first Professional Development stake holder's meeting held

To begin the work identified in the *Growing Futures* planning document, the Head Start Collaboration Office funded a professional development "kick-off" meeting designed to be highly participatory. The stake holders, representing the early childhood community from across the state, developed a vision for early childhood professional development in North Dakota and identified core values, including:

- Early childhood programs will provide quality care and education through well-prepared professional grounded in principles of child development
- There will be a clearly defined early childhood care and education system that coordinates, links, and tracks the opportunities for training and education of early childhood professionals
- There will be multiple pathways for acquiring the credentials necessary for early childhood professional (CDA, Associate degrees, Bachelors degrees, and advanced degrees)
- There will be articulation agreements between and among Child Care Resource and Referral, tribal colleges, and the state's higher education system including private colleges and universities
- There will be monetary incentives for early childhood care and education practitioners who continue training in early childhood and scholarships for those who continue their training and education
- There will be an accessible statewide system that tracks all approved early childhood training offered throughout the state
- Guidelines regarding positive work conditions for early childhood professionals will be developed and promoted

2002 The Bush Foundation funds the state's professional development planning efforts

The North Dakota Early Childhood Professional Development Project is created to formulate a comprehensive professional development plan for the field of early childhood in North Dakota. The North Dakota Professional Development Leadership Team serves as a steering committee for the effort.

The second Professional Development stake holder's meeting is held, gathering stake holders from throughout the state to provide an update on the progress of the Early Childhood Professional Development Project.

The U.S. Department of Labor awards North Dakota Department of Human Services the Child Care Development Specialist Apprenticeship Grant to establish and early childhood apprenticeship project in the state.

Natural Allies is created to prepare professional to work with children with disabilities in natural settings.

2003 The North Dakota Early Childhood Professional Development Project releases a draft early childhood professional development plan and request input from the broader early childhood community.