

New Hampshire

Early Childhood Professional Development System



2010

**Child Development Bureau
Division for Children, Youth and Families
New Hampshire Department of Health and Human Services
www.dhhs.nh.gov/DHHS/CDB**

Introduction to Credential System

The first edition of the New Hampshire Early Childhood Professional Development System Guide to Early Childhood Careers was published in December 1999, and since that time, close to 2,000 individuals have been recognized for their professional development through the credentialing system. New Hampshire has a diverse and growing community of professionals who work with or on behalf of children, youth, and families. Just as this community has grown, the New Hampshire credentialing system has grown and has been revised to support the ongoing professional development of Early Childhood and Afterschool teachers, administrators, workshop trainers, college faculty, mentors, program consultants, and allied professionals.

The National Association for the Education of Young Children (NAEYC) introduces professional development as follows:

*NAEYC defines professional development as initial preparation (preservice) and learning experiences (inservice) designed to improve the knowledge, skills/behaviors, and attitudes/values of the early childhood workforce. To meet NAEYC's mission of 'assuring the provision of high-quality early childhood programs for young children,' it is necessary to have a highly competent workforce for the early childhood field. Professional development provides the path to achieving this goal.**

**What is Professional Development in Early Childhood Education?*

<http://www.naeyc.org/files/naeyc/What%20Is%20Professional%20Development%20in%20Early%20Childhood%20Education.pdf>

The National Child Care Information and Technical Assistance Center addresses the importance of professional development standards for Afterschool:

Identifying or developing standards for core knowledge, core competencies, and content areas provides many benefits to a professional development system-building effort. The standards create a common language and shared expectations for those in the afterschool field. For example, clearly defined competencies help program leaders design job expectations, establish salary scales, and help develop professional development plans. They also enable a baseline of current levels of knowledge and skills to be evaluated; evaluation results can improve training delivery by identifying and targeting training needs. Core knowledge and competencies also create set standards that can lead to the development of professional credentials.

**"Building Professional Development Systems for the Afterschool Field"

http://nccic.acf.hhs.gov/afterschool/pd_systems.html

Nationally, there is growing commitment to the importance of professional development. Several states have credential systems, some required, others voluntary. Our system is voluntary, and is based on the following criteria:

- Core Knowledge Areas-the bodies of knowledge which define the Early Childhood and Afterschool fields
- Education and specialized coursework
- Work experience
- Ongoing professional training
- Professional activities

The documents contained within this packet are meant to inform readers and to serve as resources for professional development, while providing a process for attaining a professional Credential. Credential lattices include criteria for individual endorsements and levels, providing entry into the NH Professional Development System for all who choose to be recognized for their commitment to Early Childhood and/or Afterschool care and education. The lattices also serve to challenge professionals to continue to grow.

Revisions to our credentialing system allow not only for more individuals to enter, but also for more alignment with the New Hampshire Child Care Licensing Rules. These rules were revised in 2008, with increased requirements for on-going training implemented as of July 1, 2009. Our credential lattices (progression of levels of professional roles) reflect the increases in professional development requirements, while recognizing individual accomplishments that go above and beyond that which is required for licensing. We also want to invite professionals who work with or on behalf of children and families in capacities other than direct service, teaching, or administration, to be part of our system. Therefore, the lattices have grown to include more endorsements. All lattice endorsements, and the education and training requirements for all endorsements, are vital to the continued growth and improvement of our quality Early Childhood and Afterschool professional development system.

We recognize that compensation is also critical to the success of quality improvement through professional development of our Early Childhood and Afterschool workforce. Advocacy continues to be our best avenue to professional wages. This needs to be a priority in our communities, across the state, and at the national level. Our revised system empowers our workforce to be actively engaged in advocacy efforts through professional activities that grow our professional development.

Your Credential will serve as a visible achievement, and your professionalism as a model for others to emulate. Please display your Credential(s) proudly, share this packet widely, and seize every opportunity to engage others in the conversation about quality and the outcomes for children, youth, and families in New Hampshire.

Extensive time and effort went into the revision of the New Hampshire professional development system. Thank you to the entire Early Childhood Credential Revision Task Force, and the Afterschool Task Force, listed individually below. Thanks also to the Early Childhood and Afterschool communities for your feedback and support during this process. You are growing professionally, as well as helping to grow your fields. Your commitment to quality on behalf of children, youth and families is greatly appreciated!

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Glossary

Action Research: a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues.

Accreditation: a standard of quality applied to early childhood programs which have successfully completed requirements set forth by the COA, (Council On Accreditation), NAFCC, (National Association for Family Child Care), or as defined by the NAEYC (National Association for the Education of Young Children).

Advocacy: the pursuit of influencing outcomes — including public policy and resource allocation decisions within political, economic, and social systems and institutions.

Afterschool: term used to describe programs serving schoolage children, staff who work in these programs, and program activities outside of school time.

Allied Professional: one who has completed training in a specialized field, and wishes to contribute knowledge to the Early Childhood or Afterschool field.

Appropriate Professional Organization: an Early Childhood or Afterschool organization focused on related issues and/or advocacy, and which requires membership, meets regularly, may publish articles and/or journals, and may offer training through state and/or national conferences.

Approved Coursework: credit-bearing courses consisting of Early Childhood or Afterschool content, offered through regionally accredited colleges (see "Approved Coursework" list).

Associate Degree: college degree which represents a minimum of 60 credit hours, or two years of full-time study.

Baccalaureate Degree: college degree representing a minimum of 120 credit hours, or four years of full-time study.

Biological Factors: genetic makeup and health factors that influence child and youth development.

Child and Adult Care Food Program (CACFP): provides nutritious meals and snacks for eligible children and adults in care. <http://www.fns.usda.gov/cnd/care/>

Child Growth and Development: the way that a young child grows and develops physically, cognitively, and socially/emotionally, from the prenatal stage through age eight.

Child Care Resource and Referral (CCR&R): a program, which provides education, information, and child care referrals for child care providers, families, and communities. CCR&R programs are members of a volunteer network, the NH Child Care Resource and Referral Network, which posts information and statewide training opportunities on the network website: www.nhccrr.org

CKA's-Core Knowledge Areas: the body of knowledge that defines the Early Childhood and Afterschool professions.

Coach Certification: documentation of training and certification as a coach in youth sports.

Continuous Improvement Process for Afterschool Programs (CIPAS): assessment process, which evaluates Afterschool program quality elements.

Credential: indicator of professional level of growth, a certificate/award that recognizes the recipient's qualifications and commitment to Early Childhood, Afterschool, or an Allied profession.

Credit bearing: refers to a college course at a regionally accredited college, usually a minimum of 3 credits.

Cultural Factors: family beliefs, traditions, values, and environmental factors that influence child and youth development.

DAP-Developmentally Appropriate Practices: the foundation for effective teaching, based on child and youth physical, cognitive, and social/emotional needs.

Documentation: third-party evidence of qualifications in the form of official transcripts, copies of training certificates, copies of membership cards, letters signed by employers, and other evidence that demonstrates fulfillment of Credential requirements.

EC-Early Childhood: used to describe the period of childhood from birth through age eight.

Environmental Factors: life conditions that influence child and youth development.

Executive Function: refers to attention and working memory, and allows for problem solving.

FCC-Family Child Care: child care program where a provider cares for children within his/her own home, and may be license-exempt or licensed.

Individual Mentor: one who guides and supervises the professional development of an individual outside of the Mentor's program.

Lattice: the system for professional development in Early Childhood and Afterschool education.

License Exempt: refers to a program, which is not licensed by the Bureau of Child Care Licensing. A license exempt family child care provider may care for no more than three children other than his/her own, foster, or adopted children. A license exempt Afterschool program is defined by the NH Child Care Program Licensing Rules "...as defined in RSA 170-E:2, IV(g), namely a child day care agency providing child day care for up to 5 hours per school day, before or after, or before and after, regular school hours, and all day during school holidays and vacations, and which is not licensed under RSA 149, for 6 or more children who are 4 years and 8 months of age or older."

Licensed Plus: term applied to licensed child care programs that have demonstrated evidence of a specific set of quality standards beyond what is required for licensing.

NH Afterschool Certificate: certificate program developed specifically for professionals who work in Afterschool programs.

NH Afterschool Orientation: a three-hour overview of the philosophy of AS programs, CKA's, licensing rules, credentialing, and industry standards.

Ongoing Professional Training: documented face-to-face and/or web-based Early Childhood and/or Afterschool workshops, conferences, and coursework including evidence of content that focuses on the Core Knowledge Areas.

PA-Professional Activity: an activity in which one engages to give back to the Early Childhood or Afterschool community, and which broadens one's own development.

Practicum: a practice teaching experience conducted under the supervision of a classroom teacher and college faculty.

Program Consultant: one who provides technical assistance to an Early Childhood or Afterschool program, for the purpose of quality improvement.

Professional Development: indicator of growth for all Early Childhood and Afterschool professionals, which includes PA's and Ongoing Professional Training.

Professionally Relevant: related to the fields of Early Childhood and/or Afterschool through work with children and families.

Professional Portfolio: a collection of work that demonstrates one's professional growth and development.

The Preschool Technical Assistance Network (PTAN) Child Care Inclusion Program is grant-funded by the Child Development Bureau to provide NH child care programs with consultation and training that promotes their successful inclusion and retention of children with challenging behaviors and other special needs. For more information go to: www.ptan.seresc.net or call the toll free PTAN Help Line: 1-888-584-8200.

QRIS-Quality Rating Improvement System: a method of assessment of the level of quality in Early Childhood and Afterschool programs, for the purpose of quality improvement and community engagement.

Reflective Practice: refers to the process of studying one's own teaching methods and determining what works best for young children, youth, or adult learners. Reflective practice can help an individual to develop and grow professionally.

Regionally Accredited Colleges: public and private degree-granting, two and four-year institutions which meet standards, undergo peer review, and maintain accreditation through periodic ongoing review. "Accreditation is a standards-based, evidence-based, judgment-based, peer-based process", www.chea.org

Related Degree: Terminal degrees for *Early Childhood* include degrees in Early Childhood Education, and related degrees include Child Development, Child and Family Studies, Special Education, and Education with a required number of credits in approved coursework. Terminal degrees for *Afterschool* include degrees in Youth Development, Recreation, Family Sciences, Education, and Educational Leadership.

Related Field: specialized area of study, which has influence on or is influenced by children, youth, and/or families.

Request for Proposal (RFP): a document, which serves as the beginning of a selection process, typically submitted for the purpose of bidding for a service contract.

Self Study: learning engaged in by oneself, with no direct supervision or attendance in training or class, for one's own knowledge.

Social Factors: societal influences that impact child and youth development.

SPED-Special Education: programs and practices designed to meet the unique needs of children whose mental ability, physical ability, emotional functioning, etc. requires special teaching approaches, equipment, or care within or outside a regular classroom.

Technical Assistance: specialized consultation provided to early childhood or afterschool programs, to address specific challenges and improve overall program quality.

Work Experience: documented experience working with or on behalf of children and families.

Youth Development: the process of social and emotional development and learning of school-age children and youth, which involves family and community.

Introduction to Core Knowledge Areas (CKA's)

The Core Knowledge Areas constitute the body of knowledge that defines our professional field. Our work with or on behalf of children, youth, and families must be purposeful. It must have a strong foundation; a shared understanding that quality care and education is our common goal. The National Association for the Education of Young Children (NAEYC) has set standards that serve as the framework for high quality early care and education. These standards are the foundation for the Early Childhood Core Knowledge Areas.

The document that follows this introduction serves as a guide to the entire professional development system. We expect that individuals will refer to this guide often, throughout their application process, and will use the guide to direct their own growth and development.

The guide is divided into three sections: Core Knowledge Areas; Components of Core Knowledge; and Topics. Core Knowledge Areas reflect what we must know about in our profession in order to carry out quality work. The Components of Core Knowledge highlight knowledge content in each Core Knowledge Area, and the Topics describe what content is covered in each component.

To meet the requirements of our credential system, all ongoing training, education, and specialized coursework must cover one or more Core Knowledge Areas. Applicants should familiarize themselves with this guide and be able to demonstrate how their supporting documentation meets Core Knowledge Areas.

Early Childhood Core Knowledge Areas

Quality Early Care & Education with respect for the diverse needs of each child & family	Core Knowledge Areas	Components of Core Knowledge	Topics
	Developing as a Professional	Professional Development	<ul style="list-style-type: none"> ◆ Self awareness and self- assessment ◆ Professional philosophy ◆ Professional organizations ◆ NH Early Childhood Professional Development system ◆ Adult development and learning ◆ Mentorship ◆ Coaching
Standards of Quality		<ul style="list-style-type: none"> ◆ Quality Rating and Improvement System (QRIS) ◆ Child Care Licensing rules ◆ Licensed-Plus ◆ Accreditation ◆ Early Learning Guidelines ◆ Strengthening Families initiatives 	
Program Administration		<ul style="list-style-type: none"> ◆ Mission and Vision ◆ Program operations ◆ Financial planning and management ◆ Legal and fiscal issues ◆ Staff supervision and evaluation ◆ Program evaluation and development ◆ Program policies & procedures ◆ Community child care needs, marketing and public relations ◆ Family recruitment and retention 	
Advocacy		<ul style="list-style-type: none"> ◆ Public policy ◆ Advocacy 	
Leadership		<ul style="list-style-type: none"> ◆ Team building and conflict resolution ◆ Staff Development ◆ Leadership styles ◆ Teachers as leaders 	
Ethics		<ul style="list-style-type: none"> ◆ Ethical standards ◆ Ethical decision-making ◆ Professional behavior ◆ Professional boundaries ◆ Confidentiality 	
Collaboration		<ul style="list-style-type: none"> ◆ Community resources ◆ Family and community relationships ◆ Partnership development 	
Building Family & Community Relationships	Communication	<ul style="list-style-type: none"> ◆ Communication styles ◆ Communication formats, i.e. technology, written, nonverbal, etc. ◆ Communication skills 	
	Partnerships & Participation	<ul style="list-style-type: none"> ◆ Positive relationships ◆ Family engagement ◆ Observation and risk assessment ◆ Volunteer engagement ◆ Community engagement 	
	Family and Cultural Contexts	<ul style="list-style-type: none"> ◆ Personal bias ◆ Diversity ◆ Parenting strategies ◆ Family structures ◆ Family strengths ◆ Family systems theory (Power and Privilege) 	
	Family Leadership	<ul style="list-style-type: none"> ◆ Self-Advocacy ◆ Family participation in decision-making 	

<i>Core Knowledge Areas</i>	<i>Components of Core Knowledge</i>	<i>Topics</i>
	Family Supports	<ul style="list-style-type: none"> ◆ <i>Social capital</i> ◆ <i>Networking</i> ◆ <i>Strengthening families</i> ◆ <i>Risk factors, protective factors and resilience</i>
	Community Resources	<ul style="list-style-type: none"> ◆ <i>Social and material supports</i> ◆ <i>Emotional and health supports</i>
Teaching & Learning	Relationships & Interactions	<ul style="list-style-type: none"> ◆ <i>Communication skills</i> ◆ <i>Engagement</i> ◆ <i>Knowledge of children, youth and families</i>
	Curriculum & Environment	<ul style="list-style-type: none"> ◆ <i>Developmentally appropriate environments and practice</i> ◆ <i>Evaluation of appropriate equipment and materials</i> ◆ <i>The significance of play</i> ◆ <i>Emergent curriculum</i> ◆ <i>Research-based</i> ◆ <i>Design, development and evaluation</i> ◆ <i>Competence in content areas and academic disciplines</i>
	Strategies for Teaching & Learning	<ul style="list-style-type: none"> ◆ <i>Intentionality</i> ◆ <i>Learning experiences that develop emerging critical thinking</i> ◆ <i>Reflective practice to promote positive outcomes</i> ◆ <i>Developmentally appropriate approaches</i> ◆ <i>Tools and methods for early education</i>
	Individualization	<ul style="list-style-type: none"> ◆ <i>Temperament</i> ◆ <i>Developmentally appropriate practices for individual children</i> ◆ <i>Theoretical and legal foundations for special supports</i> ◆ <i>Adaptations of the environment and curriculum</i> ◆ <i>Developmentally and culturally appropriate communications</i> ◆ <i>Developmentally appropriate communication</i> ◆ <i>Effective partnerships with parents, families and other professionals</i>
	Cultural Relevance	<ul style="list-style-type: none"> ◆ <i>Family involvement</i> ◆ <i>Anti-bias curriculum</i> ◆ <i>Effective methods of working with all families</i>
	Positive Behaviors	<ul style="list-style-type: none"> ◆ <i>Support for developing executive function</i> ◆ <i>Appropriate theories and application of guidance</i> ◆ <i>Team approach</i> ◆ <i>Pro-social behavior guidance strategies</i>

<i>Core Knowledge Areas</i>	<i>Components of Core Knowledge</i>	<i>Topics</i>
Promoting Child Growth & Development	Children's Learning & Development	<ul style="list-style-type: none"> ◆ <i>Developmental milestones</i> ◆ <i>Early learning guidelines</i> ◆ <i>Developmental screening and assessment</i> ◆ <i>Children with special needs</i>
	Influences on Development	<ul style="list-style-type: none"> ◆ <i>Environmental factors</i> ◆ <i>Biological factors</i> ◆ <i>Social factors,</i> ◆ <i>Cultural factors</i>
	Health and Safety	<ul style="list-style-type: none"> ◆ <i>Children's Nutrition and Wellness</i> ◆ <i>Health and safety record keeping,</i> ◆ <i>Health and safety policy development and implementation</i> ◆ <i>Emergency response and preparedness planning</i> ◆ <i>Child abuse and neglect</i> ◆ <i>Child care licensing rules</i>
	Application of Knowledge to Practice	<ul style="list-style-type: none"> ◆ <i>Child Development theories</i> ◆ <i>Research-based practices</i> ◆ <i>Developmentally Appropriate Practices</i> ◆ <i>Learning environments</i> ◆ <i>Culturally responsive early childhood programs</i>
Observing Documenting Assessing	Reflective Practice	<ul style="list-style-type: none"> ◆ <i>Philosophy of education</i> ◆ <i>Methods and tools</i> ◆ <i>Self-assessment to change practice</i> ◆ <i>Classroom action research</i>
	Documentation of Curriculum and Learning	<ul style="list-style-type: none"> ◆ <i>Methods and tools</i> ◆ <i>Family, community and cultural contexts</i> ◆ <i>Documentation for planning of curriculum and learning environments</i>
	Assessment of Children's Development	<ul style="list-style-type: none"> ◆ <i>Informal and formal assessment tools and methods</i> ◆ <i>Systemic assessment of children's learning and development</i> ◆ <i>Family, community and cultural contexts impact on child performance</i> ◆ <i>Family, community and cultural contexts for assessment</i> ◆ <i>Assessment as a guide to individualized teaching and learning</i> ◆ <i>Referral practices</i> ◆ <i>IFSP/IEP processes</i> ◆ <i>Family engagement in assessment and referral</i> ◆ <i>Observations to build effective relationships with learners</i>
	Communication of Documentation and Assessment	<ul style="list-style-type: none"> ◆ <i>Collaboration and teamwork</i> ◆ <i>Strategies for communicating in developmentally and culturally appropriate ways</i> ◆ <i>Confidentiality in child and family assessment</i>
	Program Assessment	<ul style="list-style-type: none"> ◆ <i>Reflection on vision, mission and values</i> ◆ <i>Methods, tools and strategies</i> ◆ <i>Stakeholder engagement</i> ◆ <i>Continuous quality improvement</i>

NH Early Childhood Credential Approved Coursework Guidelines

Credential requirements for Early Childhood (EC) include approved coursework. College courses must be completed at regionally accredited colleges, and course content must address one or more of the Core Knowledge Areas (CKA's). This document demonstrates:

- ♦ EC CKA's
- ♦ college courses with content in CKA's
- ♦ workshops available through the New Hampshire Child Care Resource and Referral (NHCCRR) agencies (funding provided in whole or in part by the Department of Health and Human Services) www.nhccrr.org

EC Core Knowledge Areas	College Courses* with Content in:	NHCCRR Workshops
Developing as a Professional	EC Administration, Supervision, Leadership, Advocacy, Management, Professionals & Professionalism	<ul style="list-style-type: none"> ♥ Financial Overview for Child Care ♥ How to Provide Quality Care ♥ Early Learning Guidelines
Building Family & Community Relationships	Family, Family Studies, Culture, Community, Diversity	<ul style="list-style-type: none"> ♥ Parent-Provider Relationships ♥ Celebrating Diversity in Your Program ♥ Communicating with Parents about Difficult Issues ♥ Family Child Care Safety
Teaching and Learning	Foundations of EC, Creative Arts, Learning Environments, Curriculum Planning, Teaching, Methods of Teaching, Children's Literature, Language Arts, Math and Science in EC, Practicum	<ul style="list-style-type: none"> ♥ Learning Spaces 1&2 ♥ Dynamic Curriculum ♥ Conflict Resolution
Promoting Child Growth & Development	Development, Cognitive, Theories of EC or Play, Psychosocial, Special Needs, Behavior, Guidance	<ul style="list-style-type: none"> ♥ 1,2,3, Grow With Me ♥ Caring for Infants and Toddlers ♥ Meeting the Needs of Children and Families
Observing, Documenting, and Assessing	Observation, Assessment, Development, Growth, Practicum, Special Needs	<ul style="list-style-type: none"> ♥ Understanding Children's Behavior parts 1&2

*Course titles and/or descriptions *usually* include one or more of the following words: child; childhood; young child(ren); early; play; special needs; family or families; development; infants; toddlers; preschool; kindergarten; curriculum; environment; learning; observation; assessment; creative.

New Hampshire Colleges Offering Early Childhood Coursework

Community College System of New Hampshire

<http://www.ccsnh.edu/> *

Colby-Sawyer College

<http://www.colby-sawyer.edu/>

Granite State College

<http://www.granite.edu/academics/degrees/> *

Hesser College

<http://www.hesser.edu/Pages/MicroPortalHome.aspx#nogo>

Keene State College

<http://www.keene.edu/>

Lebanon College

<http://www.lebanoncollege.edu/academicprograms.html>

Plymouth State University

<http://www.plymouth.edu/>

Rivier College

<http://www.rivier.edu/>

Southern New Hampshire University

<http://www.snhu.edu/>

University of New Hampshire

<http://www.unh.edu/education/>

Terminal degrees for Early Childhood include degrees in Early Childhood Education, and related fields include Child Development, Child and Family Studies, Special Education, and Education with a required number of credits in approved coursework.

In general, Elementary Education coursework does not meet the Core Knowledge Topics for Early Childhood education. Please refer to the course description and the Core Knowledge Areas, and please note that final decisions regarding approved coursework will be made by the Credentialing Specialist and the Credential Committee.

*Please note that Early Childhood Tuition Assistance is available for select Early Childhood courses at these colleges, for anyone working a minimum of twenty hours per week in a licensed or license exempt child care program, or an employee of the NH Resource and Referral Network.

Introduction to Professional Activities (PA's)

Professional Activities are those that:

- Engage one in the broader aspect of the field.
- Increase the knowledge of others in the field.
- Increase the knowledge of others related to the field.

Our revised Credential system includes professional activities as evidence of professional growth and development. Most credential levels require applicants to actively engage in PA's and to document these activities. As indicated on our lattices, we require a minimum number of "On-going Training" hours, *plus* a specific number of PA units, which together make up **professional development**. The Bureau of Child Care Licensing states in the guide to the Child Care Program Licensing Rules:

*Professional development includes: **Trainings, workshops or college courses** must total at least 2/3 of the total of professional development hours.... meetings and volunteer activities may add up to no more than 1/3 of the total required professional development hours in a 12-month period.*

Please note that the Credential system does **require** both training and professional activities, which may exceed licensing requirements.

We are excited about this component of the professional development system because it allows for more professional growth, while giving back to the field. There are many ways to give back: become a member of a professional organization; serve on a professional committee; create and/or present a training based on the Core Knowledge Areas; mentor someone in the field; volunteer for your local Child Care Resource and Referral agency; become a licensed provider; help your program achieve a quality standard such as accreditation; and others.

The document following this introduction lists several examples of PA's and provides space to list others. Each PA is assigned a number of units. There is a column for tallying how many times an activity is completed, as well as a column for total units. Applicants may use this form as a worksheet to track PA units. Documentation, including hours spent in each professional activity, is the only way to receive credit for PA's. In the case of any discrepancies, the Credentialing Specialist and the Credential Committee will make final decisions regarding professional activities.

Professional Activities

Professional Activities for Early Childhood (EC) and Afterschool (AS)* <i>*This is not a comprehensive list. If you are participating in other EC or AS professional activities, please submit descriptions of activities with documentation and hours spent. The Credential Committee will consider and, if approved, assign units.</i>	Units	# of times	Units total
Related to Professional Organizations			
Hold current membership in an appropriate local, state or national organization, i.e.: NAEYC/NHAEYC; ELNH; EEIN; NAFCC; NHAIMH; ASCD; NAA; ACEI; NAECTE	1	Once	
Volunteer for your local Child Care Resource and Referral agency (units assigned per task)	1		
Attend a professional organization meeting	1		
Be an active committee member of an appropriate local, state, regional or national professional organization	2		
Hold a leadership position at local level	3		
Be a board member of a statewide or national professional organization	4		
Other:			
Related to Professional Conferences			
Attend a local or state conference	1	Once	
Attend a national conference	2	Once	
Serve on a professional conference planning committee	2		
Present at a local or state professional conference	3		
Present at a national conference	4		
Chair a professional conference planning committee.	4		
Other:			
Related to training, teaching or mentoring others			
Prepare and present an in-service training or workshop for EC or AS staff, parents or support groups within your own program.	1		
Prepare and present as a guest speaker for a college course (minimum of 1 clock hour)	1		
Hold an appropriate and current teaching certificate from NH DOE. For EC: EC or EC SPED; for AS: Elementary Ed or Subject matter	2		
Provide training outside of your program (min of 3 hours or training + prep time)	2		
Supervise students placed by a HS (1 semester)	2		
Supervise student teachers officially placed by a college or university. (1 semester)	3		
Develop Early Childhood or Afterschool training curriculum	3		
Serve as a Mentor in the Trainer Development Program	4		
Teach a minimum of a 3 credit related course at a regionally accredited college or university	4		
Other:			
Related to program quality improvement or validation			
Participate in the CACFP (food program) as a Family Child Care provider	1	Once	
Complete a Professional Development Plan	1	Once	
Be a license exempt Family Child Care provider and <i>apply</i> for a license	2	Once	
Serve on the accreditation committee of your EC or AS program to achieve or maintain national program accreditation.	2		
Direct a program through EC or AS national accreditation process	3		
Be a member of a CIPAS team.	3		
Become a licensed provider or program	4	Once	

Provide TA for a program to improve program quality	4		
Serve as an Observer, Validator or Verifier for national accreditation program	4		
Lead a CIPAS team (see Glossary for definition of CIPAS)	4		
Other:			
Related to outreach or advocacy			
Host a professional or community meeting/training at your program (submit agenda)	1		
Attend an advocacy event for EC or AS policy	1		
Actively advocate for EC or AS policy (contact legislators, invite legislators to visit)	2		
Actively participate in a relevant task force or advisory group.	3		
Testify at a hearing or organize an advocacy event regarding EC or AS policy issues.	3		
Organize a <i>community</i> event related to EC or AS, such as Lights On or WOYC. (submit flyer, registration list, copy of newspaper article)	4		
Other:			
Related to contributing written content			
Contribute or edit written content to a professionally relevant publication that is distributed locally or statewide	2		
Edit a professionally relevant publication that is juried and distributed nationally	3		
Publish in a professionally relevant publication or journal that is distributed nationally, or publish a professionally relevant book.	4		
Edit, be a “peer reviewer”, or serve on an “editorial board” of a professionally relevant publication or journal that is distributed nationally.	4		
Other:			
Related to grants/funding			
Write a grant proposal to secure funding for an EC or AS program	2		
Receive and administer a grant to support an EC or AS program.	3		
Participate as a “blind” reviewer for EC or AS RFP’s, grants, etc.	3		
Other:			

Professional Portfolio Guidelines

What is a Professional Portfolio?

The portfolio is a collection of your work in your professional field. Materials in the portfolio highlight your skills and knowledge, demonstrating your qualifications. Documents should include:

- ◆ Your professional resume
- ◆ Copy of high school diploma
- ◆ Copies of workshop/training certificates
- ◆ Letters from current and previous employers, detailing your related work experience
- ◆ Copies of curriculum you created (college course syllabi, workshop outlines and goals)
- ◆ Copies of professional articles you wrote
- ◆ Documentation of related professional activities
- ◆ Sealed envelope(s) with official college transcripts (if not sent directly from college to Credentialing Specialist)
- ◆ Copies of your current credentials
- ◆ A Professional Development Plan

Why have a Portfolio?

A professional portfolio is a clear indicator of your growth and development as a professional in your field. The portfolio is a valuable self-assessment tool, indicating your accomplishments and providing goals to meet that will strengthen your knowledge and skills. You can monitor your own development, as well as demonstrate your professionalism to others. This will help you with the process of writing your Professional Development Plan.

Portfolios also serve as tools to help organize documents. They keep all documentation in one place, neatly organized, and new documentation can be easily added as time goes on. When you apply for your professional Credential, the process will be easier and less time consuming with a portfolio. Simply make copies of portfolio materials for submission with your application. (Please remember that college transcripts must be official, in a sealed envelope received from the college registrar's office.)

Organizing your Portfolio

The binder method works very well for most individuals. An easy way to set up a binder portfolio is to start with a medium or large three-ring binder, and add plastic page inserts. Page inserts help to protect the documents stored inside. Divider pages are also very useful, dividing the portfolio into sections for easy reference. Labeling sections according to the criteria of the Credential applications will serve to make the application process smoother:

- ◆ Resume
- ◆ Work Experience (i.e. letters of employment)
- ◆ Education (i.e. official transcripts)
- ◆ On-going Training (i.e. copies of workshop certificates)
- ◆ Professional Activities
(i.e. letters of documentation, copies of meeting agendas, professional memberships)
- ◆ Credential(s)
- ◆ Professional Development Plan

Core Knowledge Areas (CKA's)

Training certificates should indicate CKA's, but not all certificates that you receive for training will clearly state the CKA's addressed in the training content. You should familiarize yourself with the CKA's for Early Childhood and/or for Afterschool, and make it your responsibility to know how the training addresses one or more of the CKA's. This holds true for college courses as well. Providing documentation that describes the training or course will be necessary if the content is unclear. Acceptable forms of documentation include copies of conference brochures that describe workshops, college course descriptions in course catalogues (most are available online), and copies of workshop agendas (signed by presenter), to name a few examples.

Professional Development Plan

A critical component of professional development is self-awareness and reflection, followed by action planning. The professional portfolio is the tool that best supports self-awareness and reflection. The Professional Development Plan provides the action planning necessary for further growth. A Professional Development Plan form can be found in the Credential application materials. It is recommended that you include your Professional Development Plan in your portfolio for your own benefit.

Getting Started

You may wish to attend a training on the professional portfolio, or find a mentor who can help you. The Credentialing Specialist is also available to you as a resource:

Susan Foley, M.Ed., TMF 3
Credentialing Specialist
DHHS/DCYF/Child Development Bureau
129 Pleasant Street
Concord, NH 03301
603-271-4684
Susan.Foley@dhhs.state.nh.us

Professional Development Plan

Personal Information:

Name: _____

Title/Position: _____

Date of Hire: _____ Hours per week _____ Ages of children/students _____

Education Completed:

- ___ GED
- ___ High School Diploma
- ___ Associate Degree (Major _____)
- ___ Baccalaureate Degree (Major _____)
- ___ Master's Degree (Major _____)
- ___ Doctorate (Major _____)

Credential(s):

Self-Reflection: My current strengths related to Early Childhood and/or Afterschool are:

Action Plan for Professional Growth and Development:

Core Knowledge Area	Activity	Resources Needed	Progress Assessment	Date Completed	Evidence of Accomplishment

Reviewed by: _____

Date Plan Completed: _____

Introduction to Credential Lattices

Credential lattices define the roles of professionals in the fields of Early Childhood and Afterschool education. Each lattice includes several endorsements and is designed so that every eligible applicant can enter the New Hampshire Professional Development System and obtain a Credential.

On each lattice you will see the title of the Credential, and below the title, there will be either levels or endorsements (as on the Master Professional lattice). Professional development criteria are listed in the left column of each lattice:

- Education & Specialized Coursework
- Work Experience
- On-going Professional Training
- Professional Activities

To the right of each criterion listed you will find the requirements for each level or endorsement. Education and coursework require official college transcripts for documentation, and both carry no time limit on completion. Work experience requires third-party documentation, such as a letter or email from the appropriate administrator/supervisor, and also carries no time limit. On-going training and professional activities require documentation and should be completed within one year prior to your credential application date. There is no need to send documentation of training completed more than one year prior to the application date, unless the training includes college coursework.

Please review the other documents in this packet for reference, and contact the Credentialing Specialist, Sue Foley, for assistance, at: 603-271-4684 or email her at Susan.Foley@dhhs.state.nh.us

NH Family Child Care Credential Lattice

FCC	FCC Level 1	FCC Level 2	FCC Level 3	FCC Level 4	FCC Level 5	FCC Level 6
<p>Training & Education</p> <p><i>*All credit & degree requirements include a minimum of 3 credits focused on Child Growth & Development</i></p>		<p>High School Diploma or GED AND one of the following: 2 yrs. in vocational high school child care classes OR A minimum of 6 credits in ECE*</p>	<p>High School Diploma or GED AND A minimum of 12 credits in ECE*</p>	<p>Associate degree in ECE OR Associate degree in a related field, including a minimum of 9 credits in ECE*</p>	<p>Associate degree in ECE OR Associate degree in a related field, including a minimum of 18 credits in ECE* OR Baccalaureate degree in related field, including a minimum of 9 credits in ECE*</p>	<p>Associate degree in ECE OR Baccalaureate degree in related field, including a minimum of 24 credits in ECE*</p>
Work Experience	6 months experience in a licensed or license exempt FCC setting	1 year experience in a licensed or license exempt FCC setting	2 years experience in a licensed or license exempt FCC setting.	1 year experience in a licensed FCC setting.	2 years experience in a licensed FCC setting.	3 years experience in a licensed FCC setting.
On-going Professional Training	Infant/Child CPR & First Aid Certification AND 9 workshop hours	12 hours/year by 7/1/2010 18 hours/year by 7/1/12	12 hours/year by 7/1/2010 18 hours/year by 7/1/12	12 hours/year by 7/1/2010 18 hours/year by 7/1/12	12 hours/year by 7/1/2010; 18 hours/year by 7/1/12	12 hours/year by 7/1/2010 18 hours/year by 7/1/12
Professional Activities (PA's)	Registered with CCR&R as License Exempt FCC Provider	1 PA unit for initial application/ 3 PA units for renewal AND Registered with CCR&R as License Exempt FCC Provider	1 PA unit for initial application	2 PA units for initial application	2 PA units for initial application	3 PA units for initial application
			3 PA units per renewal	6 PA units per renewal	6 PA units per renewal	9 PA units per renewal

NH Early Childhood Teacher Credential

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Education & Specialized Coursework <i>*All credit & degree requirements include a minimum of 3 credits focused on Child Growth & Development</i>	High school diploma or GED	High school diploma or GED AND a minimum of 3 post-secondary credits in <u>approved</u> coursework*	High school diploma or GED AND a minimum of 9 post-secondary credits in <u>approved</u> coursework*	High school diploma or GED AND a minimum of 18 post-secondary credits in <u>approved</u> coursework*	Minimum of an Associate degree in ECE OR Minimum of Associate degree in a related field including a minimum of 18 post-secondary credits in <u>approved</u> coursework*	Minimum of a ECE Baccalaureate OR Minimum of a Baccalaureate degree in a related field including a minimum of 24 post-secondary credits in <u>approved</u> coursework*
Work Experience	750 hours	1,500 hours OR 1,000 hours AND 2 year HS CC vocational education	1,500 hours	1,000 hours	1,000 hrs OR 200 supervised hours within an approved college program	1,000 hours
On-going Professional Training	Minimum of 12 hours/year by 7/1/2010 Minimum of 18 hours/year by 7/1/12	Minimum of 9 hours/year by 7/1/2010 Minimum of 12 hours/year by 7/1/12	Minimum of 9 hours/year by 7/1/2010 Minimum of 12 hours/year by 7/1/12	Minimum of 12 hours per year	Minimum of 12 hours per year	Minimum of 12 hours per year
Professional Activities	Optional	2 PA's to equal a minimum of 6 hours per year	2 PA's to equal a minimum of 6 hours per year	2 PA's to equal a minimum of 6 hours per year	2 PA's to equal a minimum of 6 hours per year	2 PA's to equal a minimum of 6 hours per year

Work Experience- 750 hours equals 30 hours per week x 25 weeks (6 months); 1,500 hours equals 30 hours per week x 50 weeks (1 year)

1,000 hours equals 40 hours per week x 25 weeks (6 months). Must be in licensed center-based early childhood program.

- Level 1 meets licensing requirements for Child Care Assistant.
- Levels 2&3 meet licensing requirements for Associate Teacher.
- Level 4 meets licensing requirements for Lead Teacher.

NH Early Childhood Master Teacher Credential

	Level 1	Level 2	Level 3
Education & Specialized Coursework <i>*All credit requirements include a minimum of 3 credits focused on Child Growth & Development</i>	Minimum of an Associate degree in ECE OR Post secondary degree (Associates, Baccalaureate, or Masters) in a related field including a minimum of 24 post-secondary credits in <u>approved</u> coursework*	Minimum of a Baccalaureate degree in ECE OR Baccalaureate or Masters degree in a related field including a minimum of 24 post-secondary credits in <u>approved</u> coursework*	Minimum of a Master's degree in ECE OR Masters degree in a related field including a minimum of 24 post-secondary credits in <u>approved</u> coursework*
Work Experience	5 years	5 years, at least 1 of which is post Baccalaureate degree	5 years, at least 1 of which is post Master's degree
On-going Professional Training	Minimum of 12 hours per year	Minimum of 12 hours per year	Minimum of 12 hours per year
Professional Activities	3 PA units with initial application	4 PA units with initial application	4 PA units with initial application
	9 PA units upon renewal	12 PA units upon renewal	12 PA units upon renewal

Professional Development

Work Experience: Expressed in years – When calculating years, we use the following formula: one year equals 30 hours per week x 50 weeks Must be in licensed CC program

NH Early Childhood Administrator Credential

	Level 1	Level 2	Level 3	Level 4
Education & Specialized Coursework <i>*All credit & degree requirements include a minimum of 3 credits focused on Child Growth & Development</i>	High School Diploma or GED and One of the following: Associates degree in ECE OR Baccalaureate degree in Elementary Education OR 60 post-secondary credits with a minimum of 24 post-secondary credits in <u>approved</u> coursework* INCLUDING 3 Credits in Child Care Administration or Early Childhood Leadership	<i>One of the following:</i> Minimum of an Associate degree in ECE OR Associate degree in a related field with a minimum of 24 post-secondary credits in <u>approved</u> coursework* AND 6 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework	<i>One of the following:</i> Minimum of a Baccalaureate degree in Early Childhood Education OR Baccalaureate degree in a related field with a minimum of 30 post-secondary credits in <u>approved</u> coursework* AND 9 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework	<i>One of the following:</i> Masters degree in Early Childhood Education OR Masters degree in a related field with a minimum of 30 post-secondary credits in <u>approved</u> coursework* AND 9 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework
Work Experience	1 year	2 years	3 years	4 years
On-going Professional Training	Minimum of 12 hours/year	Minimum of 12 hours/year	Minimum of 12 hours/year	Minimum of 12 hours/year
Professional Activities	3 PA units with initial application	3 PA units with initial application	4 PA units with initial application	4 PA units with initial application
	9 PA units upon renewal	9 PA units upon renewal	12 PA units upon renewal	12 PA units upon renewal

Work Experience: When calculating work experience, we use the following formula: 1year= 30 hours per week x 50 weeks, or 1,500 hours. Must be work in an administrative/supervisory capacity in licensed CC program.

NH Early Childhood Master Professional

	Workshop Trainer	Faculty	Individual Mentor	Program Consultant	Allied Professional
Education & Specialized Training <i>*All credit requirements include a minimum of 3 credits focused on Child Growth & Development</i>	A minimum of a Baccalaureate degree in ECE OR a minimum of a Baccalaureate degree with a minimum of 24 credits in <u>approved</u> coursework*	A minimum of a Masters degree in ECE OR a minimum of a Masters degree with a minimum of 24 credits in <u>approved</u> coursework*	A minimum of an Associate degree in ECE OR a minimum of an Associate degree with a minimum of 24 credits in <u>approved</u> coursework*	A minimum of a Baccalaureate degree in ECE OR a minimum of a Baccalaureate degree with a minimum of 24 credits in <u>approved</u> coursework*	A minimum of a Baccalaureate degree in field of study appropriate to specialization AND If applicable, current license or certification in professional specialization
Work Experience	3 years experience in Early Childhood Education AND <i>One of the following:</i> Planning and implementation of at least 12 hours of group training of adults over a 1 year period OR Successful completion of the Trainer Development Program	5 years experience in Early Childhood Education AND <i>One of the following:</i> Planning and implementation of at least 24 hours of group training of adults over a 2 year period OR Successful completion of the Trainer Development Program AND an additional 12 hrs of training post TDP	5 years experience in Early Childhood Education, at least 2 of which are in a classroom supervisory or leadership role.	5 years experience in Early Childhood Education, at least 2 of which are in a program director supervisory or leadership role.	5 years experience working with or on behalf of young children
On-going Professional Training	18 hours	18 hours	18 hours	18 hours	Meet the professional requirements established in specialized field AND 3 hours of ECE Training
Professional Activity Units (PA's)	3 PA units with initial application	4 PA units with initial application	3 PA units with initial application	4 PA units with initial application	3 PA units with initial application
	9 PA units upon renewal	12 PA units upon renewal	9 PA units upon renewal	12 PA units upon renewal	9 PA units upon renewal

Professional Development

NH Early Childhood Credential Application

I. APPLICATION INFORMATION

Please mark the box(es) next to the position(s) for which you are applying. Credential level is dependent on qualifications and will be determined by the Credentialing Specialist.

	CREDENTIAL
<input type="checkbox"/>	NH Family Child Care
<input type="checkbox"/>	NH Early Childhood Teacher
<input type="checkbox"/>	NH Early Childhood Master Teacher
<input type="checkbox"/>	NH Early Childhood Administrator
<input type="checkbox"/>	NH Early Childhood Master Professional: Workshop Trainer endorsement
<input type="checkbox"/>	NH Early Childhood Master Professional: Faculty endorsement
<input type="checkbox"/>	NH Early Childhood Master Professional: Individual Mentor endorsement
<input type="checkbox"/>	NH Early Childhood Master Professional: Program Consultant endorsement
<input type="checkbox"/>	NH Early Childhood Master Professional: Allied Professional endorsement

This is a: New Application (\$25.00) New Position (\$25.00) Expired Credential (\$25.00)
 Application for Renewal (\$10.00) Change of Level (\$10.00)

Each additional Master Professional endorsement is \$5.00, when applying for more than one at a time. *Please make checks payable to: Treasurer State of NH*

II. PERSONAL INFORMATION

Name _____
(Please print your name exactly as you want it to appear on your credential)

Other name/s in which information may be received- maiden, etc.

Home Address:

City: _____ State: _____ Zip: _____

E-mail:

Primary Telephone: () - _____ Work Telephone: () - _____

Last 4 digits of Soc. Sec. # _____

Date Application Received _____ **Date Payment Received:** _____ **Check #** _____

Check from: _____ Check amt. _____ Amount applied to app. _____

Credential Awarded _____ Date _____ Expires _____

III. EDUCATIONAL HISTORY			
	Institution	City/State	Date of Completion
High School diploma			
or GED:	N/A		
Colleges/Universities	City/State	Date of Attendance	Degree(s) Awarded (If Applicable)
Professional Credential(s)	City/State	Date Issued	Last Date of Renewal
IV. EMPLOYMENT INFORMATION*			
Name of Program/Employer:			
Address:			
City:		State:	Zip:
Phone number:		Program License # (if applicable):	
Full Time Hours:		Part Time Hours:	
Starting Date of Your Current Position/s:			

***Please enclose a letter from current and previous Early Childhood employer(s) verifying employment dates, position held, hours per week, and, if applicable, ages of children in your care. You only need to document verification of employment as required per credential work experience requirements.**

V. WORK EXPERIENCE*

Please attach your resume, current as of your application date.

VI. EDUCATION AND SPECIALIZED COURSEWORK

A copy of your high school diploma or GED may be required for some lattice levels*. All credit and degree requirements include a minimum of 3 credits focused on Child Growth and Development. College course* transcripts *must* arrive in a sealed envelope from the college registrar's office.

*Please refer to lattices and "Approved Coursework" for reference.

VII. ON-GOING PROFESSIONAL TRAINING

<i>Please attach copies of training certificates including dates, length of training, and training content in the Core Knowledge Areas as listed below. The presenter or host organization/agency must sign certificates.</i>	Title of Training(s)	Date	Hrs Or Crs
Developing as a Professional			
Building Family and Community Relationships			
Teaching and Learning			
Promoting Child Growth and Development			
Observing, Documenting, and Assessing			

VIII. PROFESSIONAL ACTIVITIES (PA's)-Attach Documentation

All levels, with the exception of Family Child Care Level 1, and NH Early Childhood Teacher Level 1, require documentation of PA's. Please refer to the appropriate lattice for the number of PA's (units) required. You may select activities from the list of PA's included with Credential materials.

The information presented in this packet is complete and accurate to the best of my knowledge.

Signature: _____ Date: _____

TRANSCRIPT REQUEST FORM

To: _____

Date: _____

This is a formal request that a signed and sealed official transcript be forwarded to the address below. Please enclose a transcript key to assist in the evaluation of credits.

Current Name: _____

Other name(s) under which transcript might be found:

Current Address: _____

Social Security Number: _____

Dates attended/Tests taken: _____

Signature: _____

Date: _____

Mail transcripts and a copy of this form to:

**Office for Child Development/Credentialing Specialist
Division of Children, Youth and Families
NH Department of Health and Human Services
129 Pleasant Street
Concord, NH 03301**

Resources for Early Childhood and Afterschool Professionals

Child Development Bureau (CDB)

129 Pleasant St.

Concord, NH 03301

www.dhhs.state.nh.us/DHHS/CDB

Early Education and Intervention Network of NH (EEIN)

26 S. Main St., PMB #290

Concord, NH 03301

www.eeinnh.org

Early Learning New Hampshire (ELNH)

Two Delta Drive

Concord, NH 03301

www.earlylearningnh.org

National Association for the Education of Young Children (NAEYC)

1313 L St., NH Suite 500

Washington, DC 20005

www.naeyc.org

New Hampshire NAEYC affiliate (NHAEYC)

www.nhaeyc.org

New Hampshire Child Care Resource and Referral Network (NHCCRR)

www.nhccrr.org

National Association of Family Child Care (NAFCC)

1743 W. Alexander St.

Salt Lake City, UT 84119

www.nafcc.org

Preschool Technical Assistance Network (PTAN)

29 Commerce Drive

Bedford, NH 03110

<http://ptan.seresc.net>

Zero to Three

National Center for Infants, Toddlers and Families

2000 M St. NW, Suite 200

Washington, DC 20036

www.zerotothree.org

The Council for Exceptional Children (CEC)
1110 North Glebe Road, Suite 300
Arlington, VA 22201
www.cec.sped.org

Afterschool Alliance
1616 H St. NW
Washington, DC 20006
www.afterschoolalliance.org

Association for Supervision and Curriculum Development (ASCD)
1703 North Beauregard St.
Alexandria, VA 22311
www.ascd.org

Council on Accreditation (COA)
120 Wall St., 11th Floor
NY, NY 10005
www.coanet.org
www.coaafterschool.org

National Afterschool Association (NAA)
1825 Connecticut Ave. NW
Washington, DC 20009
www.afterschool.org

National Institution on Out-of-school Time (NIOST)
Wellesley Centers for Women
Wellesley College
106 Central St.
Wellesley, MA 02481
www.niost.org

National Child Care Information and Technical Assistance Center (NCCIC)
10530 Rosehaven St., Suite 400
Fairfax, VA 22030
www.nccic.acf.hhs.gov

PlusTime New Hampshire
202 North State St.
Concord, NH 03301
www.plustime.org