“You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go...”

~ Dr. Seuss, Oh, The Places You'll Go!
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Introduction to the New Hampshire Early Childhood Professional Development System

The first edition of the New Hampshire Early Childhood Professional Development System (NHECPDS) Guide to Early Childhood Careers was published in December 1999 and, since that time, over 3,000 individuals have been recognized for their professional development. 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 NHECPDS has grown and has been revised to support the ongoing professional development of early childhood teachers, administrators, workshop trainers, college faculty, mentors, program consultants, and allied professionals.

The National Association for the Education of Young children (NAEYC) defines professional development as initial preparation (pre-service) and learning experiences (in-service) 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.*

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

- Core Knowledge Areas
- Education and specialized coursework
- Work experience
- Ongoing professional training
- Competency-Based Professional Development Plan

The information and 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 (progression of levels of professional roles) include criteria for levels and individual endorsements, providing entry into the NHECPDS for all who choose to be recognized for their commitment to early childhood care and education. The lattices also serve to challenge professionals to continue to grow and explore career opportunities.

We 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. Education and training requirements for all lattice levels and endorsements are vital to the continued growth and quality improvement of our professional workforce.

We recognize that compensation is also critical to the success of quality improvement through professional development of our early childhood 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 NHECPDS empowers our workforce to be actively engaged in advocacy efforts through professional activities that contribute to the field of early childhood care and education.

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

Thank you to the entire Early Childhood Credential Task Force, listed individually below. Thank you also to the professionals who have participated in the NHECPDS. You are growing professionally, as well as helping to grow your field. Your commitment to quality on behalf of children, youth and families is greatly appreciated!

**Early Childhood Credential Task Force:**

Kristin Booth, Division for Children, Youth, and Families  
Jessica Carver, UNH Child Study and Development Center  
Melissa Clement, Child Care Licensing Unit  
Jackie Cowell, Early Learning NH  
Susan Foley, Formerly of the Division for Children, Youth and Families  
Linda Graham, Bureau of Developmental Services  
Gale Hall, NHTI Concord’s Community College  
Joan Izen, Preschool Technical Assistance Network  
Christina MacDonald, Department of Education  
Claudette Mallory, Division for Children, Youth, and Families  
Tessa McDonnell, Granite State College  
Tracy Pond, Child Care Resource and Referral  
Lisa Strout, Rivier University  
Jessica Sugrue, Division for Children, Youth, and Families  
Ellen Wheatley, Formerly of the Division for Children, Youth, and Families
**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.

**Allied Professional:** an individual who has completed training in a specialized field, and wishes to contribute knowledge and or services to the early childhood field.

**Appropriate Professional Organization:** an early childhood organization focused on the core knowledge skills and experience of early childhood professionals and related issues or advocacy, and which requires membership, meets regularly, may publish articles and/or journals, and may offer professional development through state and/or national conferences.

**Approved Coursework:** credit-bearing courses consisting of early childhood content, offered through regionally accredited institutions of higher education.

**Associate Degree:** college degree which represents a minimum of 60 credit hours, or two years of full-time study from a regionally accredited institute of higher education.

**Baccalaureate Degree:** college degree representing a minimum of 120 credit hours, or four years of full-time study from a regionally accredited institute of higher education.

**CDA:** Child Development Associate issued by the Council for Professional Recognition [http://www.cdacouncil.org/](http://www.cdacouncil.org/)

**Child and Adult Care Food Program (CACFP):** a food assistance program that provides nutritious meals and snacks for eligible children and adults in care. [http://www.fns.usda.gov/cnd/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 statewide system that provides referrals to child care programs for families in need of child care, training and targeted technical assistance for child care providers, and community outreach in support of child care. CCR&R services focus on quality child care, and the CCR&R program hosts and maintains a website, [http://nh.childcareaware.org/](http://nh.childcareaware.org/)

**Competencies:** Competencies are evidence-based knowledge and skills that Early Childhood Professionals develop and demonstrate in their work with, or on behalf of, children ages birth through grade three and their families.

**Core Knowledge Areas (CKAs):** the body of knowledge that defines the early childhood profession

**Credential:** indicator of professional level of growth, a certificate/award that recognizes the recipient’s qualifications and commitment to early childhood or an allied profession.

**Credit bearing:** refers to a college course at a regionally accredited institute of higher education.
**Cultural Factors**: family and professional’s beliefs, traditions, values, and environmental factors that influence child and youth development.

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

**Documentation**: third-party written evidence of qualifications in the form of official transcripts, copies of training certificates, professional development plans, letters signed by employers, and other evidence that demonstrates fulfillment of credential requirements.

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

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

**Expired Credential**: Each credential certificate includes an expiration date. A credential is considered expired if not submitted for renewal within 3 months after the expiration date.

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

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

**Lattice**: a framework of professional development criteria for credential levels/endorsements.

**License Exempt**: refers to a program, which is not licensed by the Child Care Licensing Unit (CCLU). A license exempt family child care provider may care for no more than three children other than his/her own, foster, or adopted children. Please refer to RSA 170-E3 for other exemptions or contact the CCLU.

**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.


**Ongoing Professional Development**: documented face-to-face, and/or web-based early childhood workshops, conferences, coursework, and self-study that include evidence of content that focuses on the Core Knowledge Areas.

**Practicum**: a practice teaching experience conducted under the supervision of a classroom teacher and college faculty. Verification of practicum experience may be required.

**Program Consultant**: a professional who provides technical assistance to an early childhood program, for the purpose of quality improvement.

**Professional Development**: a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experience to enhance this work (NAEYC & NACCRRA Early Childhood Education Professional Development: Training and Technical Assistance Glossary [http://www.naeyc.org/GlossaryTraining_TA.pdf](http://www.naeyc.org/GlossaryTraining_TA.pdf)).
**Professional Development Plan:** A professional development plan is a planning tool for professional growth. The plan begins with reflection and results in goal setting based on self-assessment using an Early Childhood competency tool.

**Professionally Relevant:** related to the field of early childhood through work with children and families.

**Quality Rating Improvement System (QRIS):** a system that administers methods of assessment of the level of quality in early childhood programs, for the purpose of quality improvement and family and community engagement.

**Reflective Practice:** refers to the process of studying one’s own teaching methods or professional practices 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 College or University:** a college or university acknowledged as meeting acceptable levels of quality through accreditation by any of the regionally accrediting organizations recognized by the US department of education or the council for higher education accreditation [www.chea.org](http://www.chea.org).

**Self Study:** learning engaged in by oneself, with no direct supervision or attendance in training or class, for one’s own knowledge, which is documented through self-reflection (more information found at: [http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm](http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm)).

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

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

**Technical Assistance (TA):** specialized consultation provided to early childhood programs, to address specific challenges and improve overall program quality.

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

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**Additional Glossary Resource:**
Early Childhood Education Professional Development: Training and Technical Assistance Glossary
The Core Knowledge Areas (CKAs) 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 high 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 CKA matrix is divided into three sections: Core Knowledge Areas, Components of Core Knowledge, and Topics. Core Knowledge Areas are segmented into components and segmented further into topics that could be covered in training, coursework, and self-study. All together, the CKAs comprise the knowledge that professionals strive to master throughout their careers in the field of early childhood. The CKAs help individuals to become informed about various topics within the field of early childhood. The CKAs guide professionals in their own professional growth and development. The matrix on the following page will allow individuals to find topics within the components about which they would like to learn.

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

*The Core Knowledge Areas are the seeds from which professional development grows.*
### Early Childhood Core Knowledge Areas

<table>
<thead>
<tr>
<th>Core Knowledge Areas</th>
<th>Components of Core Knowledge</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Developing As a Professional | Professional Development | - Self-awareness and self-assessment  
- Professional philosophy  
- Professional organizations  
- NH Early Childhood Professional Development system  
- Adult development and learning  
- Mentorship  
- Coaching |
| | Standards of Quality | - Quality Rating and Improvement System (QRIS)  
- Child Care Licensing Rules  
- Licensed Plus  
- Accreditation  
- Early Learning Standards  
- Strengthening Families Initiatives |
| | Program Administration | - 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 | - Public policy  
- Advocacy |
| | Leadership | - Team building and conflict resolution  
- Staff Development  
- Leadership styles  
- Teachers as leaders |
| | Ethics | - Ethical standards  
- Ethical decision-making  
- Professional behavior  
- Professional boundaries  
- Confidentiality |
| | Collaboration | - Community resources  
- Family and community relationships  
- Partnership development |
| Building Family & Community Relationships | Communication | - Communication styles  
- Communication formats, i.e. technology, written, nonverbal, etc.  
- Communication skills |
| | Partnerships & Participation | - Positive relationships  
- Family engagement  
- Observation and risk assessment  
- Volunteer engagement  
- Community engagements |
<table>
<thead>
<tr>
<th>Core Knowledge Areas</th>
<th>Components of Core Knowledge</th>
<th>Topics</th>
</tr>
</thead>
</table>
| (2) Building Family & Community Relationships Continued | Family and Cultural Contexts | • Personal bias  
• Diversity  
• Parenting strategies  
• Family structures  
• Family strengths  
• Family systems theory  
• (Power and Privilege) |
|                      | Family Leadership           | • Self-Advocacy  
• Family participation in decision-making |
|                      | Family Supports             | • Social capital  
• Networking  
• Strengthening Families  
• Risk factors, protective factors and resilience |
|                      | Community Resources         | • Social and material supports  
• Emotional and health supports |
| (3) Teaching & Learning | Relationships & Interactions | • Communication skills  
• Engagement  
• Knowledge of children, youth and families |
|                      | Curriculum & Environment    | • Developmentally appropriate environments and practice  
• Evaluation of appropriate equipment and materials  
• The significance of play  
• Emergent curriculum  
• Research-based  
• Design, development and evaluation  
• Competence in content areas and academic disciplines |
|                      | Strategies for Teaching & Learning | • Intentionality  
• Learning experiences that develop emerging critical thinking  
• Reflective practice to promote positive outcomes  
• Developmentally appropriate approaches  
• Tools and methods for early education |
|                      | Individualization           | • Temperament  
• Developmentally appropriate practices for individual children  
• Theoretical and legal foundations for special supports  
• Adaptations of the environment and curriculum  
• Developmentally and culturally appropriate communications  
• Developmentally appropriate communication  
• Effective partnerships with parents, families and other professionals |
|                      | Cultural Relevance          | • Family involvement  
• Anti-bias curriculum  
• Effective methods of working with all families |
|                      | Positive Behaviors          | • Support for developing executive function  
• Appropriate theories and application of guidance  
• Team approach  
• Pro-social behavior guidance strategies |
<table>
<thead>
<tr>
<th>Core Knowledge Areas</th>
<th>Components of Core Knowledge</th>
<th>Topics</th>
</tr>
</thead>
</table>
| (4) Promoting Child Growth & Development | Children's Learning & Development | • Developmental milestones  
• Early Learning Standards  
• Developmental screening and assessment  
• Children with special needs |
| | Influences on Development | • Environmental factors  
• Biological factors  
• Social factors  
• Cultural factors |
| | Health and Safety | • Children’s nutrition and wellness  
• Health and safety record keeping  
• Health and safety policy development and implementation  
• Emergency preparedness planning and response  
• Child abuse and neglect  
• Child Care Licensing Rules |
| | Application of Knowledge to Practice | • Child Development theories  
• Research-based practices  
• Developmentally Appropriate Practices  
• Learning environments  
• Culturally responsive early childhood programs |
| | Reflective Practice | • Philosophy of education  
• Methods and tools  
• Self-assessment to change practice  
• Classroom action research |
| | Documentation of Curriculum and Learning | • Methods and tools  
• Family, community and cultural contexts  
• Documentation for planning of curriculum and learning environments |
| | Assessment of Children’s Development | • Informal and formal assessment tools and methods  
• Systemic assessment of children’s learning and development  
• Family, community and cultural contexts impact on child performance  
• Family, community and cultural contexts for assessment  
• Assessment as a guide to individualized teaching and learning  
• Referral practices  
• IFSP/IEP processes  
• Family engagement in assessment and referral  
• Observations to build effective relationships with learners |
| | Communication of Documentation and Assessment | • Collaboration and teamwork  
• Strategies for communicating in developmentally and culturally appropriate ways  
• Confidentiality in child and family assessment |
| | Program Assessment | • Reflection on vision, mission and values  
• Methods, tools and strategies  
• Stakeholder engagement  
• Continuous quality improvement |
NH Early Childhood Credential Approved Coursework and
NH Colleges Offering Early Childhood Coursework

The NHECPDS requires specific education and specialized coursework completed at regionally accredited colleges. All approved college coursework required to meet specific credential requirements for early childhood credits must focus on content specific to young children (birth through age eight) and their families. The Credentialing Specialist carefully examines all college transcripts. Additional documentation may be required to determine if the Credentialing Specialist will approve 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/

Keene State College
http://www.keene.edu/

Plymouth State University
http://www.plymouth.edu/

Rivier University
http://www.rivier.edu/

Springfield College
http://www.springfieldcollege.edu/

Southern New Hampshire University
http://www.snhu.edu/

University of New Hampshire
http://www.unh.edu/education/

*Please note that early childhood tuition assistance may be available for select early childhood courses at these colleges.

Further information regarding the Council for Higher Education Accreditation can be found here:
http://www.chea.org/
Competencies

The NHECPDS includes a criterion for completion of self-assessment of competencies. Competencies are evidence-based knowledge and skills that Early Childhood Professionals develop and demonstrate in their work with, or on behalf of, children ages birth through grade three and their families.

Competency tools include, but are not limited to:

- Infant and Toddler, Preschool and Early Childhood Workforce Specialized Competencies which can be found on the State of New Hampshire Department of Health & Human Services website: http://www.dhhs.state.nh.us/dcyf/cdb/profdev.htm

- New Hampshire Family & Early Childhood Mental Health Competencies which can be found on the New Hampshire Association for Infant Mental Health website: http://nhaimh.org/index.php?id=27

When using the New Hampshire Early Childhood Workforce Specialized Competencies*:

- Applicants applying for more than one credential only need to complete the competencies for the highest level credential for which they are applying. Example: If a person applies for the Teacher and Master Teacher credentials, they only need to complete 4 competencies. If a person is applying for the Administrator and Master Professional credentials, they will complete 4 competencies.

- Number of competencies required for each Early Childhood Credential Lattice:
  - Master professional: 4 competencies
  - Administrator: 4 competencies
  - Master Teacher: 4 competencies
  - Teacher: 3 competencies
  - Family Child Care: 3 competencies

*Please see Appendix for Frequently Asked Questions for more guidance on using these competency tools to complete a professional development plan. Technical assistance is available through Child Care Resource & Referral (CCR&R). (See Glossary on page 4 for more information about CCR&R.)

An alternate professional development plan form may be found in the Appendix (Form C). Professional Development Plans must be based on self-assessment of competencies and must be reviewed and signed by the same person with whom you discussed action steps and your reflection. Remember to sign it yourself. Each of you also needs to date your signature.
Introduction to the Credential Lattices

Credential lattices signify the roles of professionals in the early childhood field. Each lattice includes several levels or endorsements and is designed to provide a point of entry into the NHECPDS and to recognize professional growth and achievement.

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
- Ongoing Professional Development
- Professional Development Plans (based on self-assessment of competencies)

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. Ongoing professional development and professional development plans require documentation and should be completed within one year prior to your initial credential application date (i.e. 18 hours of ongoing professional development and a professional development plan based on self-assessment of competencies). Your credential will need to be renewed every three years, at which time you will be required to submit documentation of ongoing professional development and a professional development plan based on self-assessment of competencies (54 hours of ongoing professional development and a professional development plan based on self-assessment of competencies upon renewal).

New to the credential lattices in 2015:

A MACTE I/T or EC credential may be referenced on some of the credential lattices and means a certificate showing a completed course of study to receive the Montessori Infant/Toddler or Early Childhood certification or credential from an institution that is accredited by the Montessori Accreditation Council for Teacher Education (MACTE).

A CDA Credential™ may be referenced on some of the credential lattices and means the Child Development Associate (CDA) Credential ™ issued by the Council for Professional Recognition with either an Infant/Toddler or Preschool endorsement.

Please review the other documents in this packet for reference, and contact the Credentialing Specialist for assistance at 603-271-4684.

Find your pathway into our credential system and move towards your goal as you grow professionally.
## NH Family Child Care Credential Lattice

<table>
<thead>
<tr>
<th></th>
<th>FCC level 1</th>
<th>FCC Level 2</th>
<th>FCC Level 3</th>
<th>FCC Level 4</th>
<th>FCC Level 5</th>
<th>FCC Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training &amp; Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><em>All credit requirements must include a minimum of 3 credits focused on Child Growth &amp; Development</em></td>
<td>High School Diploma or GED AND One of the following: 2 years in vocational high school child care classes OR A minimum of 6 credits in Early Childhood Education (ECE)*</td>
<td>High School Diploma or GED AND A minimum of 12 credits in ECE*</td>
<td>Associate degree in ECE* OR Associate degree including a minimum of 9 credits in ECE*</td>
<td>Associate degree in ECE* OR Baccalaureate degree including a minimum of 24 credits in ECE*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work Experience</strong></td>
<td>6 months experience in a licensed or licensed exempt Family Child Care (FCC) setting</td>
<td>1 year experience in a licensed or licensed exempt FCC setting</td>
<td>2 years’ experience in a licensed or licensed exempt FCC setting</td>
<td>1 year experience in a licensed FCC setting</td>
<td>2 years’ experience in a licensed FCC setting</td>
<td>3 years’ experience in a licensed FCC setting</td>
</tr>
<tr>
<td><strong>Ongoing Professional Development</strong></td>
<td>Infant / Child CPR &amp; First Aid Certification AND 9 workshop hours</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
</tr>
<tr>
<td><strong>Professional Development Plan</strong></td>
<td>Registered with CCR&amp;R as a licensed or licensed exempt FCC provider</td>
<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
</tr>
<tr>
<td>(based on self-assessment of competencies)</td>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
</tr>
</tbody>
</table>

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at: [http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm](http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm)
# NH Early Childhood Teacher Credential Lattice

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education &amp; Specialized Coursework</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><em>All credit requirements must include a minimum of 3 credits focused on Child Growth &amp; Development</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Diploma or GED</td>
<td>High School Diploma or GED</td>
<td>High School Diploma or GED</td>
<td>High School Diploma or GED</td>
<td>A minimum of an Associate degree in ECE*</td>
<td>A minimum of a Baccalaureate degree in ECE*</td>
</tr>
<tr>
<td>AND A minimum of 3 post-secondary credits in approved coursework*</td>
<td>AND A minimum of 9 post-secondary credits in approved coursework*</td>
<td>AND A minimum of 18 post-secondary credits in approved coursework*</td>
<td>OR A minimum of an Associate degree including a minimum of 18 post-secondary credits in approved coursework*</td>
<td>OR A minimum of an Associate degree and a MACTE I/T or EC credential</td>
<td>OR A minimum of an Associate degree and a MACTE I/T or EC credential</td>
</tr>
<tr>
<td><strong>Work Experience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(must be completed in a licensed child care program, public school pre-k through 3rd grade program)</td>
<td>750 hours</td>
<td>1,500 hours (1,000 hours and 2 years within a high school child care vocational education program)</td>
<td>1,500 hours (A MACTE I/T or EC credential)</td>
<td>1,000 hours (OR A MACTE I/T or EC credential)</td>
<td>1,000 hours (OR A MACTE I/T or EC credential)</td>
</tr>
<tr>
<td><strong>Ongoing Professional Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
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<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
</tr>
<tr>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
</tr>
<tr>
<td><strong>Professional Development Plan</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
</tr>
<tr>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
<td>3 Competencies must be completed</td>
</tr>
</tbody>
</table>

**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).

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at:**
## NH Early Childhood Master Teacher Credential Lattice

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education &amp; Specialized Coursework</strong></td>
<td>An Associate degree in ECE* OR An Associate degree including a minimum of 24 post-secondary credits in approved coursework* OR An Associate degree and a MACTE I/T or EC credential</td>
<td>A Baccalaureate degree in ECE* OR A Baccalaureate degree including a minimum of 24 post-secondary credits in approved coursework* OR A Baccalaureate degree and a MACTE I/T or EC credential</td>
<td>A minimum of a Master’s degree in ECE* OR A minimum of a Master’s degree, including a minimum of 24 post-secondary credits in approved coursework* OR A minimum of a Master’s degree and a MACTE I/T or EC credential</td>
</tr>
<tr>
<td><strong>Work Experience</strong></td>
<td>5 years</td>
<td>5 years</td>
<td>5 years</td>
</tr>
<tr>
<td><strong>Ongoing Professional Development</strong></td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study** 54 hours cumulative upon 3 year renewal</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study** 54 hours cumulative upon 3 year renewal</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study** 54 hours cumulative upon 3 year renewal</td>
</tr>
<tr>
<td><strong>Professional Development Plan</strong> (based on self-assessment of competencies)</td>
<td>Professional Development Plan 4 Competencies must be completed</td>
<td>Professional Development Plan 4 Competencies must be completed</td>
<td>Professional Development Plan 4 Competencies must be completed</td>
</tr>
</tbody>
</table>

### 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)

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at: [http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm](http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm)
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education &amp; Specialized Coursework</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>All credit requirements must include a minimum of 3 credits focused on Child Growth &amp; Development</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| One of the following:  
  Minimum of an Associate degree in ECE*  
  OR  
  Baccalaureate degree in elementary education*  
  OR  
  60 post-secondary credits including a minimum of 24 post-secondary credits in approved coursework*  
  OR  
  60 post-secondary credits and a MACTE I/T or EC credential | Minimum of an Associate degree in ECE*  
  OR  
  Associate degree, including a minimum of 24 post-secondary credits in approved coursework*  
  OR  
  A minimum of an Associate degree and a MACTE I/T or EC credential | Minimum of a Baccalaureate degree in ECE*  
  OR  
  Baccalaureate degree, including a minimum of 24 post-secondary credits in approved coursework*  
  OR  
  A minimum of a Baccalaureate degree and a MACTE I/T or EC credential | Master’s degree in ECE*  
  OR  
  Master’s degree, including a minimum of 30 post-secondary credits in approved coursework*  
  **ALL OPTIONS MUST INCLUDE**  
  3 Credits in Child Care Administration or Early Childhood Leadership |  
  **ALL OPTIONS MUST INCLUDE**  
  6 post-secondary credits in approved administration/leadership coursework |  
  **ALL OPTIONS MUST INCLUDE**  
  9 post-secondary credits in approved administration/leadership coursework |  
  **ALL OPTIONS MUST INCLUDE**  
  9 post-secondary credits in approved administration/leadership coursework |

<table>
<thead>
<tr>
<th><strong>Work Experience</strong></th>
<th><strong>1 year</strong></th>
<th><strong>2 years</strong></th>
<th><strong>3 years</strong></th>
<th><strong>4 years</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
<td>18 hours per year, which may include a maximum of 6 hours of self-study**</td>
<td></td>
</tr>
<tr>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td></td>
</tr>
</tbody>
</table>

| **Professional Development Plan**  
 *based on self-assessment of competencies* | | | |
| Professional Development Plan | Professional Development Plan | Professional Development Plan | Professional Development Plan |
| 4 Competencies must be completed | 4 Competencies must be completed | 4 Competencies must be completed | 4 Competencies must be completed |

**Work Experience defined:** Work experience must be completed in a licensed child care program, in an administrative and supervisory capacity (director, assistant director, program coordinator, or co-director). 1,500 hours equals 30 hours per week x 50 weeks (1 year)

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at:**
### NH Early Childhood Master Professional Credential Lattice

<table>
<thead>
<tr>
<th>Education &amp; Specialized Coursework</th>
<th>Workshop Trainer</th>
<th>Faculty</th>
<th>Individual Mentor</th>
<th>Program Consultant</th>
<th>Allied Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>All credit requirements must include a minimum of 3 credits focused on Child Growth &amp; Development</em></td>
<td>A minimum of a Baccalaureate degree in ECE* <strong>OR</strong> A minimum of a Baccalaureate degree including a minimum of 24 credits in approved coursework* <strong>OR</strong> A minimum of a Baccalaureate degree and a MACTE I/T or EC credential</td>
<td>A minimum of a Master’s degree in ECE* <strong>OR</strong> A minimum of a Master’s degree including a minimum of 24 credits in approved coursework*</td>
<td>A minimum of an Associate degree in ECE* <strong>OR</strong> A minimum of an Associate degree including a minimum of 24 credits in approved coursework*</td>
<td>A minimum of a Baccalaureate degree in ECE* <strong>OR</strong> A minimum of a Baccalaureate degree including a minimum of 24 credits in approved coursework*</td>
<td>A minimum of a Baccalaureate degree and a MACTE I/T or EC credential <strong>OR</strong> A minimum of a Baccalaureate degree and a MACTE I/T or EC credential</td>
</tr>
</tbody>
</table>

| Work Experience | 3 years’ experience in Early Childhood Education **AND** One of the following: Planning and implementation of at least 12 hours of group training of adults over a 1 year period | 5 years’ experience in Early Childhood Education **AND** One of the following: Planning and implementation of at least 24 hours of group training of adults over a 2 year period | 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 |

<table>
<thead>
<tr>
<th>Ongoing Professional Development</th>
<th>18 hours per year, which may include a maximum of 6 hours of self-study**</th>
<th>18 hours per year, which may include a maximum of 6 hours of self-study**</th>
<th>18 hours per year, which may include a maximum of 6 hours of self-study**</th>
<th>18 hours per year, which may include a maximum of 6 hours of self-study**</th>
<th>Meet the professional requirements establish in specialized field <strong>AND</strong> 3 hours of ECE training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
<td>54 hours cumulative upon 3 year renewal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Plan (based on self-assessment of competencies)</th>
<th>Professional Development Plan</th>
<th>Professional Development Plan</th>
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<tr>
<td></td>
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<td>4 Competencies must be completed</td>
<td>4 Competencies must be completed</td>
</tr>
</tbody>
</table>
Introduction to the Infant and Toddler Credential Endorsement

Designed to recognize professionals who work with or on behalf of our youngest and most vulnerable children, this credential lattice includes criteria for knowledge and experience specific to the infant and toddler field. Each of the six infant and toddler endorsements builds upon a credential indicated by “Required early childhood credential”. Awardees of the infant and toddler credential endorsement(s) will see their infant and toddler designation on their early childhood credential certificate awarded through the New Hampshire Early Childhood Professional Development System. A purple State seal will signify the infant and toddler credential endorsement (see visual sample below).

This credential endorsement lattice was developed by the Infant Toddler Credential Task Force, which also developed the Infant and Toddler Workforce Specialized Competencies as an accompaniment to the infant and toddler credential. With the development of the Infant and Toddler Workforce Specialized Competencies, the early childhood community has access to an assessment tool to reflect on the knowledge and skills of those working with or on behalf of infants, toddlers, and their families. The ability for professionals to assess their knowledge and skills is important for professional growth and quality improvement.

Members of the Infant and Toddler Credential Endorsement Task Force:
Wendie Adam, Head Start
Kristin Booth, Division for Children, Youth, & Families
Pat Cantor, Plymouth State University
Jessica (Locke) Carver, UNH Child Study & Development Center
Melissa Clement, Child Care Licensing Unit
Denise Corvino, Child Care Licensing Unit (formerly)
Susan Foley, Division for Children, Youth, & Families
Gail Gettens, St. Paul’s School
Linda Graham, Bureau of Developmental Services
Lorraine Harris, DHMC Child Care Center (formerly)
Maureen Hickey, Head Start Training & Technical Assistance
Marti Ilg, Lakes Region Child Care Services
Sharon Kaiser, Special Medical Services
Shelly Kernozicky, Easter Seals CCR&R (formerly)
Tessa McDonnell, Granite State College
Vanessa Pride, Early Head Start
Nancy Pynchon, Rivier University Early Childhood Center
Lisa Ranfos, UNH Child Study & Development Center
Lisa Strout, Rivier University
Jessica Sugrue, Division for Children, Youth, & Families
Patty Tripp, Head Start Training & Technical Assistance
Ellen Wheatley, Deputy Director, Federal Office of Child Care

In Memoriam
Brooke Stebbins, Maternal & Child Health
## NH Infant and Toddler Credential Endorsement Lattice

<table>
<thead>
<tr>
<th>Foundational Level I</th>
<th>Foundational Level II</th>
<th>Intermediate Level</th>
<th>Advanced Level</th>
<th>Specialist Level: Early Childhood Education</th>
<th>Specialist Level: Allied Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Early Childhood Credential</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of NH Early Childhood Teacher level 2</td>
<td>Minimum of NH Early Childhood Teacher level 5</td>
<td>Minimum of NH Early Childhood Master Teacher level 1</td>
<td>Minimum of NH Early Childhood Administrator level 3</td>
<td>NH Early Childhood Master Professional with at least one of the following endorsements: WT, F, PC</td>
<td>NH Early Childhood Master Professional Allied Professional Endorsement</td>
</tr>
<tr>
<td>Family Child Care Level 2</td>
<td>Family Child Care Level 5</td>
<td>Family Child Care Level 6</td>
<td>Family Child Care Level 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Education &amp; Specialized Coursework</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><em>All credit &amp; degree requirements include a minimum of 3 credits focused on Infant/Toddler Content (with the exception of the Specialized Level: Allied Professionals)</em></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>† Minimum of 3 credits in Child Growth and Development will be accepted for initial credential endorsement application. I/T content course will be required upon renewal if not met upon initial application.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3 post-secondary credits in Child Growth and Development will be accepted for initial credential endorsement application in lieu of I/T content course. †</td>
<td>Minimum of an Associate degree in ECE * OR Minimum of an Associate degree including a minimum of 24 credits in approved coursework of which at least 6 credits are focused on Infant/Toddler content* OR Minimum of an Associate degree and a MACTE I/T credential Professionals with an Associate degree in a field of specialization ** are eligible for this endorsement</td>
<td>Minimum of a Baccalaureate degree in ECE * OR Minimum of a Baccalaureate degree including a minimum of 24 credits in approved coursework of which at least 6 credits must be in child care administration or leadership and of which at least 9 credits are focused on Infant/Toddler content*</td>
<td>Minimum of a Baccalaureate Degree in ECE* OR Minimum of a Baccalaureate degree including a minimum of 24 credits in approved coursework of which at least 9 credits are focused on Infant/Toddler content*</td>
<td>Minimum of a Baccalaureate Degree in ECE or a related field of specialization**</td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing Professional Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minimum of 6 hours per year focused on I/T content plus 12 hours other ECE for a total of 18 hours per year</strong></td>
<td><strong>Minimum of 6 hours per year focused on I/T content plus 12 hours other ECE for a total of 18 hours per year</strong></td>
<td><strong>Minimum of 9 hours per year focused on I/T content plus 9 hours other ECE for a total of 18 hours per year</strong></td>
<td><strong>Minimum of 9 hours per year focused on I/T content plus 9 hours other ECE for a total of 18 hours per year</strong></td>
<td><strong>Meet the professional requirements established in field of specialization</strong> AND a minimum of 3 hours per year focused on I/T content</td>
<td><strong>54 hours cumulative upon 3 year renewal of which 6 hours must be focused on I/T content for the credential cycle</strong></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>Work Experience</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Minimum of 1,500 hours of which at least 750 hours must be in an I/T setting OR I/T CDA</strong></td>
<td><strong>Minimum of 1,000 hours in an I/T setting OR 200 cumulative hours of supervised I/T practicum experience</strong></td>
<td><strong>Minimum of 5 years’ experience in early childhood, of which at least 2 years must be in an I/T setting</strong></td>
<td><strong>Minimum of 5 years’ experience in early childhood, of which at least 2 years must be leadership of an I/T program and/or services</strong></td>
<td><strong>Minimum of 5 years’ experience in early childhood, of which at least 3 years must be training and/or teaching to adults focused on I/T content or consulting in I/T programs</strong></td>
<td><strong>Minimum of 5 years’ experience working with or on behalf of I/T and their families</strong></td>
</tr>
</tbody>
</table>

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*All credit & degree requirements include a minimum of 3 credits focused on Infant/Toddler Content (with the exception of the Specialized Level: Allied Professionals)*

† Minimum of 3 credits in Child Growth and Development will be accepted for initial credential endorsement application. I/T content course will be required upon renewal if not met upon initial application.

**Field of specialization** must be related to work with or on behalf of infants/toddlers and families, such as: Infant Mental Health; Speech Pathology; Occupational Therapy; Nursing; Early Intervention; Social Work; Physical Therapy; Special Education; Child Psychology.
SUGGESTED TRAINING
EACH OF WHICH MUST RELATE DIRECTLY TO INFANTS/TODDLERS AND THEIR FAMILIES

<table>
<thead>
<tr>
<th>For the Foundational Levels:</th>
<th>For the Intermediate Level:</th>
<th>For the Advanced Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Caring for Infants &amp; Toddlers Child Care Resource and Referral Child Care Basics</td>
<td>• Infant Toddler Environment Rating Scale (ITERS)</td>
<td>• PCAN units 9-10</td>
</tr>
<tr>
<td>• Safe Sleep</td>
<td>• PCAN units 1-8</td>
<td>• Screening, Assessment and Referral Process for Infant and Toddler Supports</td>
</tr>
<tr>
<td>• Zero To Three Preventing Child Abuse and Neglect (PCAN), units 1-8</td>
<td>• Infant Mental Health</td>
<td>• Health and Safety in Infant/Toddler Programs</td>
</tr>
<tr>
<td>• Early Head Start (all Early Head Start training)</td>
<td>• Attachment</td>
<td>• Child Care Program Policies</td>
</tr>
<tr>
<td>• Nutrition for Infants/Toddlers (including breast feeding)</td>
<td>• Infant and Toddler Special Needs</td>
<td>• Supervision of Child Care Staff</td>
</tr>
<tr>
<td>• Infectious Diseases</td>
<td>• Center on the Social &amp; Emotional Foundations for Early Learning (CSEFEL) I/T Training Modules</td>
<td>• Infant/Toddler training offered through early childhood professional organizations</td>
</tr>
<tr>
<td>• Biting</td>
<td>• Sophia’s Hearth (Keene, NH) Infant/Toddler trainings</td>
<td>• Strengthening Families</td>
</tr>
<tr>
<td>• Infant/Toddler training offered through early childhood professional organizations</td>
<td>• Strengthening Families</td>
<td></td>
</tr>
<tr>
<td>• Strengthening Families</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For the Specialized Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I/T Consultant Modules</td>
</tr>
<tr>
<td>• Working with Families of I/T</td>
</tr>
<tr>
<td>• Birth to Three Institute</td>
</tr>
<tr>
<td>• Zero To Three National Training Institute</td>
</tr>
<tr>
<td>• Train-the Trainer intensive training</td>
</tr>
<tr>
<td>• Strengthening Families</td>
</tr>
<tr>
<td>• PITC (Program for Infant/Toddler Care) Trainers Institute</td>
</tr>
</tbody>
</table>
APPENDIX

CREDENTIAL APPLICATION .................................................................FORM A
EARLY HEAD START INFANT AND TODDLER OPTION .........................FORM B
PROFESSIONAL DEVELOPMENT PLAN TEMPLATE ..........................FORM C
TRANSCRIPT REQUEST FORM .........................................................FORM D
FREQUENTLY ASKED QUESTIONS .....................................................30 - 33
RESOURCES .......................................................................................34
## I. APPLICATION INFORMATION

*Please print the fee in the box to the left of each credential for which you are applying. Credential level is dependent on qualifications and will be determined by the Credentialing Specialist.*

- [ ] NH Family Child Care
- [ ] NH Early Childhood Teacher
- [ ] NH Early Childhood Master Teacher
- [ ] NH Early Childhood Administrator
- [ ] NH Early Childhood Master Professional
  - Workshop Trainer Endorsement
  - Faculty Endorsement
  - Individual Mentor Endorsement
  - Program Consultant Endorsement
  - Allied Professional Endorsement *(only for individuals who do not qualify for one of the endorsements above)*
- [ ] NH Early Childhood Infant and Toddler Endorsement

### TOTAL PAYMENT DUE

- [ ] New Credential ($25.00)/credential
- [ ] Change of Level ($10.00)/credential
- [ ] Expired Credential ($25.00)/credential
- [ ] Application for Renewal ($10.00)/credential
- [ ] Credential Reprint ($3.00)
- [ ] Infant & Toddler Endorsement ($5.00)/Endorsement

*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 5 digits of SS#**

*If applying between October 1st and March 1st, please check one of the following:*

- [ ] YES, I would like to receive my credential in person at the Annual Celebration for EC and AS Professionals.
- [ ] NO, I will not be attending the Annual Celebration, please mail my credential.

---

### FOR OFFICE USE ONLY:

**Date Application Received:**

**Date Payment Received:**

**Check #**

**Check from:**

**Check amount:**

**Amount applied to app:**

**Credential Awarded:**

**Date:**

**Expires:**

*(Application continued on next page)*
III. EDUCATIONAL HISTORY

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

*Please refer to lattices and “approved coursework” for reference

<table>
<thead>
<tr>
<th>Secondary Education</th>
<th>Institution</th>
<th>City/State</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma; or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Secondary Education (College/Universities)</th>
<th>City/State</th>
<th>Date of Attendance</th>
<th>Degree(s) Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Credential(s)</th>
<th>City/State</th>
<th>Date Issued</th>
<th>Last Date of Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

IV. EMPLOYMENT INFORMATION*

Name of Program/Employer: ____________________________________________
Address: ____________________________________________________________
City/State/Zip: _____________________________________________________
Phone Number: __________________________ Program License #: __________
☐ Full time ☐ Part time Hours: __________________________
Starting Date of Your Current Position: _______________________________

V. WORK EXPERIENCE*

*Please attach your updated resume, including current position, and please enclose a letter from current and previous employer(s) verifying the following: employment dates, position held, hours worked per week, and ages of children in your care. You only need to document employment as required per credential work experience requirements.

*PLEASE NOTE: All supporting credential documentation must be received within 60 days of your initial credential application submission. Incomplete applications will be archived after 60 days. Should you re-apply for a credential, you will be required to resubmit all documentation, and the appropriate credential fees.

(Application continued on next page)
VI. ONGOING PROFESSIONAL TRAINING

Please attach copies of training certificates that include dates, length of training, and content in the Core Knowledge Areas as listed below. The presenter or host organization/agency must sign certificates. Or include your Training Transcript from the New Hampshire Professional Registry.

<table>
<thead>
<tr>
<th>Title of Training</th>
<th>Date</th>
<th>Hour or Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing as a Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Family and Community Relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting Child Growth and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing, Documenting, and Assessing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VII. PROFESSIONAL DEVELOPMENT PLAN – ATTACH DOCUMENTATION

All levels, with the exception of Family Child Care Level 1, and the NH Early Childhood Teacher level 1, require a professional development plan based on self-assessment of competencies. Please refer to the appropriate lattice for the number of competencies required. Please contact the Credentialing Specialist with any questions at 603-271-4684.

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

Signature: ___________________________ Date: _______________________

Please mail your completed application with materials to:

DHHS/DCYF/Child Development Bureau
ATTN: Credentialing Specialist
129 Pleasant Street
Concord, NH 03301
The following requirements are for Early Head Start only for the infant and toddler credential endorsement. Early childhood professionals who qualify for or hold (a) a valid NH Early Childhood Teacher level 3 credential, and (b) the infant and toddler credential endorsement may seek an Early Head Start Option. The Early Head Start Option is required of professionals to qualify for work in Early Head Start.

Candidates for all three credentials/endorsements (NH Early Childhood Teacher level 3 credential, infant and toddler credential endorsement and Early Head Start Option) may submit these applications at the same time. Candidates for the infant and toddler credential and the Early Head Start Option may also submit these applications at the same time.

The following verification must be submitted for the Early Head Start Option:

- Documentation of a valid NH Early Childhood Teacher level 3 credential (unless applying for this credential at the same time as the Early Head Start Option)
- Documentation of the infant and toddler credential endorsement (unless applying for this endorsement at the same time as the Early Head Start Option)
- Verification of completion of a Professional Portfolio* to include**:
  - Professional Portfolio Cover Sheet;
  - Parent opinion survey equivalent to the CDA Family Questionnaires;
  - Reflections on feedback received from the parent opinion survey;
  - Six reflective statements of competence (Written statements of your own teaching practices, including one for each of the six CDA Competency Standards);
  - Resource collection as defined by the CDA; and
  - Professional philosophy statement (A written summary of your professional beliefs and values about early childhood education, how young children learn, and your role as an early childhood educator; no more than two pages in length).
- Verification of at least 3.5 hours of observation of the applicant in an infant and/or toddler setting was completed*; and
- Verification of completion of an additional 120 hours of professional development, which may be met through participation in coursework and/or a wide variety of training available in the field, including in-service. All formal education hours must be under the auspices of an institution of higher education, agency or organization with expertise in early childhood teacher preparation. The education could be for college credit or for no credit.

*Verification may be a signed letter or direct email from a college faculty member or a credentialed Early Childhood Master Professional – holding a Workshop Trainer, Individual Mentor, Faculty, or Program Consultant endorsement, who has:
   - Reviewed the documents and verified that the assignments were completed; and
   - Directly observed the applicant working in an infant and/or toddler setting.

**For further guidance on the Professional Portfolio, please contact the Head Start State Collaboration Office at (603) 271-7190.
Professional Development Plan Guidance

The New Hampshire Infant and Toddler, Preschool and Early Childhood Workforce Specialized Competencies documents each include a self-assessment and professional development plan tool. The professional development plan included in those documents may be submitted with signatures* to meet the requirement for a professional development plan.

Please refer to Frequently Asked Questions for guidance on completing a professional development plan based on self-assessment of competencies.

Credential applicants may choose other approved competency tools that may or may not include professional development plan documents. On the following page, you will find a template for completing a professional development plan based on self-assessment of competencies.

*Please note: All professional development plans must be signed and dated by the applicant and the reviewer.
# Professional Development Plan Template

Name: 

Title/Position: 

Date of hire: ____________ Hours per week: ____________ Age group: ____________

## Competency Document Title:

### ACTION PLAN FOR PROFESSIONAL GROWTH AND DEVELOPMENT

<table>
<thead>
<tr>
<th>Competency</th>
<th>Action Steps for Professional Growth/Development</th>
<th>Resources Needed</th>
<th>Goal Date</th>
<th>Date completed</th>
<th>Evidence of Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>I learned that communication with families is a challenge for me.</td>
<td>I will seek out a mentor and observe how the mentor communicates with families.</td>
<td>Mentor</td>
<td>2/1/2016</td>
<td>1/25/2016</td>
</tr>
</tbody>
</table>

Reviewed By: __________________________________________________________

Reviewed By: __________________________________________________________

☐ Initial review  Date: ________________  ☐ Progress review  Date: ________________

---
TRANSCRIPT REQUEST FORM
(Mail to college, not to Credentialing Specialist)

To: ____________________________________________
   (Name of College/University)
   ____________________________________________
   ____________________________________________
   ____________________________________________

Date: ________________________________________

This is a formal request that a signed and sealed official transcript for the below student, whether former or current, be forwarded to the address at the bottom of the page. Please enclose a transcript key to assist in the evaluation of credits.

STUDENT CURRENT FULL LEGAL NAME (please print legibly): ________________________________

OTHER NAMES UNDER WHICH TRANSCRIPT MAY BE FOUND (if applicable):
____________________________________________________________________________________

SOCIAL SECURITY NUMBER ___________________________ DOB _____________________________

CURRENT MAILING ADDRESS
____________________________________________________________________________________
____________________________________________________________________________________

DATES ATTENDED/TESTS TAKEN:
____________________________________________________________________________________

STUDENT SIGNATURE: ___________________________ DATE: ______________________

Attention Registrar’s Office: Please mail transcripts and a copy of this form to:

DHHS/DCYF/Child Development Bureau
ATTN: Credentialing Specialist
129 Pleasant Street
Concord, NH 03301
NH Early Childhood Professional Development System

**Frequently Asked Questions**

### What are the changes to the system?

- There will be a transition from Professional Activity Unit (PAU) requirements to Professional Development Plans based on self-assessment using a competency tool.
- All Associate’s, Bachelor’s and Master’s degrees will be accepted provided the applicant has the required number of approved early childhood related credits.
- For the Early Childhood Administrator credential, any related business management courses will be accepted provided the applicant has also completed a 3 credit course in Child Care Administration or Early Childhood Leadership.
- For the Infant and Toddler Endorsement, either a Child Growth and Development course or an Infant and Toddler Development course is acceptable upon initial application. Any courses focused on infant and toddler content would be accepted upon renewal.
- A completed program of study at a Montessori Accredited Council on Teacher Education (or MACTE) accredited Teacher Preparation Program which results in an Infant Toddler or Early Childhood Montessori certification will be accepted on some levels of the Early Childhood Teacher, Master Teacher, Administrator and Master Professional Credential Lattices.

### When do these changes take effect?

- Starting October 1, 2015, professionals applying for credentials may choose to submit the professional development plan based on the competencies or may continue to apply for credentials using the current system which includes PAUs. Effective April 1, 2016, PAUs will no longer be accepted with the credential application and all applicants will need to create a professional development plan based on approved competencies. Training in Infant and Toddler, Preschool and Early Childhood Workforce Specialized Competencies will be made available via webinar and in person through Child Care Resource and Referral and the Child Development Bureau.
- All of the changes will be in place by April 1, 2016. Please look for more information from your Child Care Resource and Referral office or contact the DCYF/Child Development Bureau Credentialing Specialist at 271-4684 for more information.

### What are competencies?

- Competencies are evidence-based knowledge and skills that Early Childhood Professionals develop and demonstrate in their work with, or on behalf of, children ages birth through grade three and their families.

### Where can I find competency tools?

- The Infant and Toddler, Preschool and Early Childhood Workforce Specialized Competencies can be found on the Child Care Aware * of New Hampshire website at [http://nh.childcareaware.org/providers/online-providers-resources/](http://nh.childcareaware.org/providers/online-providers-resources/)
How many competencies should I plan to complete once I choose a competency tool?

- Master professional: 4 competencies
- Administrator: 4 competencies
- Master Teacher: 4 competencies
- Teacher: 3 competencies
- Family Child Care: 3 competencies

Applicants applying for more than one credential only need to complete the competencies for the highest level credential for which they are applying. Example: If a person applies for the Teacher and Master Teacher credentials, they only need to complete 4 competencies. If a person is applying for the Administrator and Master Professional credentials, they will complete 4 competencies.

Here is one competency, comprised of knowledge and skills at four levels, from the Preschool Workforce Specialized Competencies. For the credential requirement for the Early Childhood Teacher lattice, this would count as one of the three competencies required. One can choose any three competencies from any approved competency tool.

Example:

<table>
<thead>
<tr>
<th>Competency 2 (C2): Early Learning Standards (ELSs)</th>
<th>Foundational</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge 4.1C2K1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the role of ELSs in identifying appropriate expectations for children’s development and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 4.1C2S1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accesses and draws on information from ELSs in interactions with and experiences for preschoolers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge 4.1C2K2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the role of ELSs in supporting high-quality, developmentally appropriate practice with preschoolers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 4.1C2S2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the ELSs to enhance practice and promote reflection.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge 4.1C2K3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciates that ELSs provide a common vision and commitment to children’s well being.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 4.1C2S3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares ELSs with staff and families and uses ELSs to support staff and families’ understanding of their importance in children’s development and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge 4.1C2K4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the relation of ELSs to other significant standards, such as NAEYC Standards, for professional practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do I complete a self-assessment using a competency tool?

- **Step 1:** Select the competencies you would like to use to assess your own knowledge and skills.
- **Step 2:** Read all levels of each selected competency and check the boxes in the level that best demonstrates your current competency. You may have a higher level of knowledge than skill, and that’s fine (see above). In your professional development plan, you should indicate what activity you will engage in to attain the higher skill level. **Competencies are demonstrated as skills so you should strive to attain the highest skill level, and in doing so, you will be automatically increasing your knowledge.**
- **Step 3:** Go to the self-assessment at the end of the competency tool and locate the same competency.
- **Step 4:** Jot down your action step for moving to the next level of skill in the competency.
- **Step 5:** Once you have repeated and completed this process for the total number of required competencies, meet with your supervisor, mentor, colleague or other respected early childhood professional and discuss your action steps.
- **Step 6:** Write your reflection on the last page of the self-assessment, describing your professional development plan for increasing your competency.

- **Step 7:** Ask the same person with whom you discussed action steps to read and sign your reflection and sign it yourself. Remember that each of you also needs to date your signature.

See below for example. You should indicate your highest skill level if your knowledge level is higher than your skill level.

Excerpt from page 45 of *New Hampshire’s Preschool Workforce Specialized Competencies*.

<table>
<thead>
<tr>
<th>CORE KNOWLEDGE AND COMPONENT C=Competency</th>
<th>F</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>Action steps for professional growth/development</th>
<th>Goal Date</th>
<th>Date Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>CORE KNOWLEDGE AREA: PROMOTING CHILD GROWTH AND DEVELOPMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 1: Children’s Learning and Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1) Developmental milestones</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2) Early Learning Standards</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>Ask director for approval and create an educational bulletin board about the ELS for families and staff in the program.</td>
<td>12/15</td>
<td></td>
</tr>
<tr>
<td>C4) Children with special needs</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Once I complete the self-assessment, what documentation do I submit with my credential application?**

- Submit your signed reflection and completed self-assessment action steps pages (see example above for one competency).
When will the revised New Hampshire Early Childhood Professional Development System guidebook be available?

- It is anticipated that the guidebook will be revised and posted on the DHHS website.

What else do I need to know?

- The system will allow for flexibility as to which set of the Workforce Specialized Competencies are used. Other competency tools may be accepted. Please contact the DCYF/Child Development Bureau Credentialing Specialist at 271-4684 if you have any questions about a specific competency tool.

- Administrator credential – The recommendation for this credential is that the applicant use the NH Early Childhood Workforce Specialized Competencies

- The New Hampshire Professional Registry now includes an option to apply for your credential online. Please refer to the User Guide on the Registry record login page at https://nhportal.naccrraware.net/nh/.
Resources for Early Childhood Professionals

State

Child Care Aware® of NH
http://nh.childcareaware.org/

Early Learning New Hampshire
2 Delta Drive, Concord, NH 03301
Phone: (603) 226-7900
www.earlylearningnh.org

NH DHHS, Child Care Licensing Unit
129 Pleasant St., Concord, NH 03301
(603) 271-9025
http://www.dhhs.nh.gov/oos/celu/index.htm

NH DHHS, Division for Children, Youth, and Families,
Child Development Bureau
129 Pleasant St., Concord, NH 03301
(603) 271-4242
http://www.dhhs.nh.gov/dcyf/cdb/index.htm

NH NAEYC Affiliate (NHAEYC)
Phone: (603) 369-9534
www.nhaeyc.org

Preschool Technical Assistance Network (PTAN)
29 Commerce Drive
Bedford, NH 03110 Phone: 603-206-6800
http://ptan.seresc.net

SPARK NH
New Hampshire’s Early Childhood Advisory Council
http://sparknh.com/

National

Center on the Developing Child at Harvard University
50 Church Street, 4th Floor
Cambridge, MA 02138
Phone: (202) 371-1565
http://developingchild.harvard.edu/

Center for the Study of Social Policy
Strengthening Families
1575 Eye Street NW, Suite 500
Washington, D.C. 20005
Phone: (202) 371-1565
http://www.cssp.org/reform/strengthening-families

Center on the Social and Emotional Foundations for Early Learning
http://csefel.vanderbilt.edu/

National Association for the Education of Young Children (NAEYC)
1313 L St., NW Suite 500, Washington, DC 20005
Phone: (800) 424-2460
http://naeyc.org

National Association of Family Child Care
1743 W. Alexander St., Salt Lake City, UT 84119
www.nafcc.org

Zero to Three National Center for Infants, Toddlers, and Families
1255 23rd Street, NW, Suite 350
Washington, DC 20037
Phone: (202) 638-1144
www.zerotothree.org