

**Early Care, Health and Education Professional Development System
Update
June 2007**

Purpose: To Establish a Statewide Competency-Based, Integrated Professional Development System with a Continuum of Steps Beginning at Entry Level to the Highest Level of Licensure.

Over the last few months, early childhood stakeholders have participated in two of three meetings to establish a comprehensive professional development system for early care and education. This is a statewide interagency effort to develop a comprehensive competency-based system with a continuum of steps beginning with the entry level. Dr. Dan Haggard, the Director of the New Mexico Office for Child Development, is facilitating this challenging work of meeting professional development training needs of all individuals providing early care and education of Iowa's children.

The first meetings occurred March 26 and 27th and the second May 31 and June 1st. Participants represented the Iowa Department of Education, Iowa Department of Public Health, Department of Human Services, Office of Empowerment, AEAs, Institutes of Higher Education, Community Colleges, child care, Child Care Resource & Referral, TEACH, Head Start, Public Schools – Early Childhood Education, and Public Schools – Family Consumer Science.

The first meetings focused on gathering the partners and participating in conversations to develop a common set of agreements in order to go forward. Some agreements included are those that:

- Strengthen articulation between community colleges and four-year-institutions
- Include both transcript and non-transcript professional development options for family, childcare, preschool, and school providers.
- Stress competencies for all environments for young children including family, center, and school based early care and education.
 - The competencies range from awareness at entry level to higher levels of application of knowledge and skills.
- Present both horizontal and vertical articulation to demonstrate continuity, consistency, and accountability.
- Embed the early childhood professional development system framework in state government as a lead agency to oversee the system including articulation and licensing/certification of providers.
- Establish a work group to align the competencies from ED 100 (PreK – 3rd grade with special education), National Association for the Education of Young Children (NAEYC) Professional Preparation, and the *Iowa Early Care & Education Professional Development Core Body of Knowledge for Best Practices*.
- Establish a full continuum of competencies based on the alignment of ED 100, NAEYC, and Core Body of Knowledge from entry point through Masters Degree for practitioners in the early care and education field.

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- Decisions on professional development and training be based on what skill set is needed for providers along the continuum.
- Explore the concept of a required entry level course for each child care provider was discussed.
 - Credits could be available for credit or used toward a CDA.
- Explore the option for providing varying types of professional development program options based on 18 hours and 45 hours of awareness (some application requirements) training for family and childcare providers.

During the second meeting, the following areas were discussed and the team moved closer to developing a framework for the professional development system for early care, health and education.

Standards and Competencies:

The group agreed to accept the recommendation from a smaller work group to adopt the National Association for the Education of Young Children (NAEYC) Standards for Programs Preparing Early Childhood Professionals as the standards required for Early Care, Health and Education. The standards agreed upon are:

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting and Assessing to Support Young Children and Families
4. Teaching and Learning
5. Becoming a Professional

The belief is that all (most) professional development for early care, health and education will fall under one of these five standards.

Pathways:

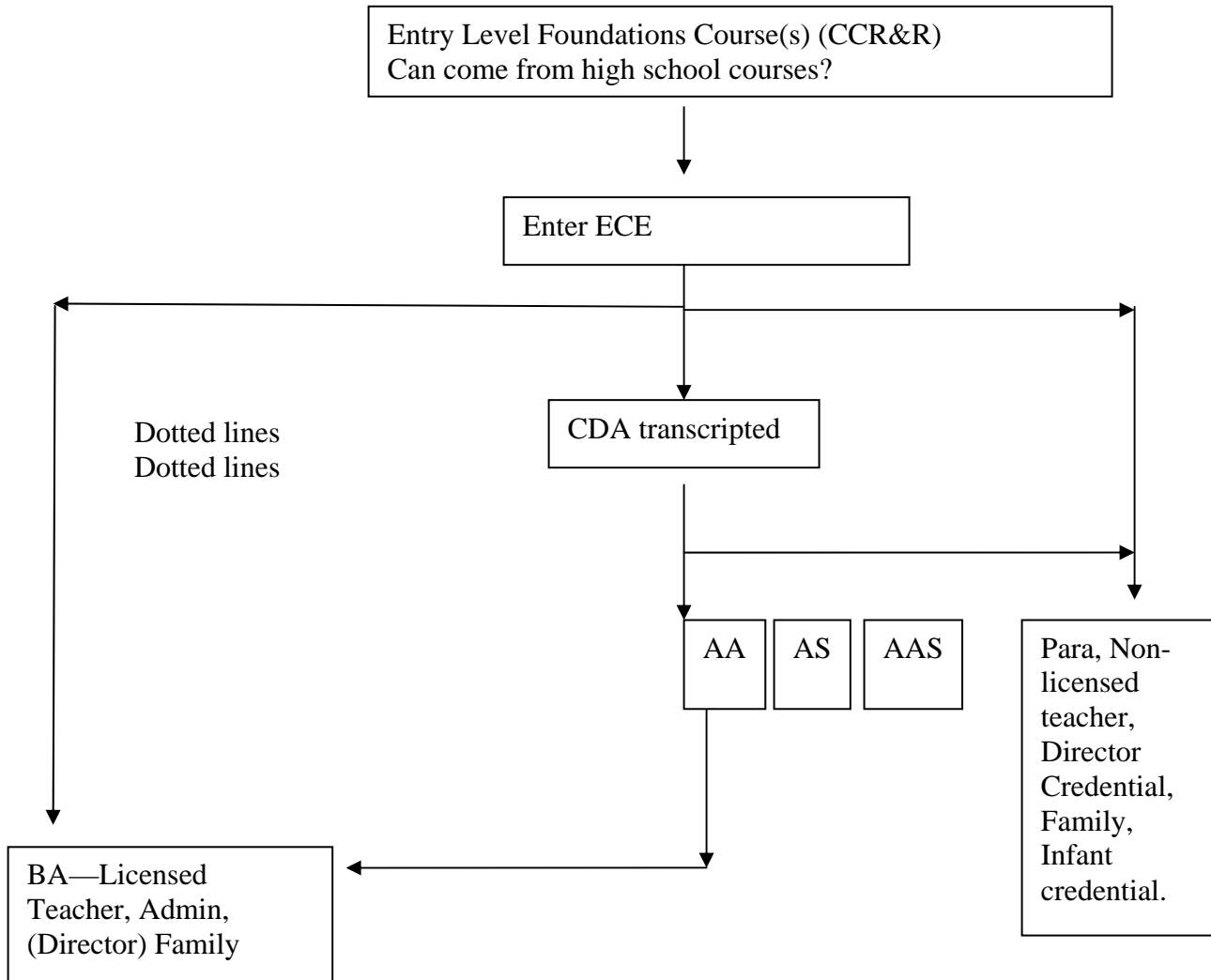
An examination of pathways for early care, health and education providers *may include*:

1. ED 100 endorsement B-8 – pathway to teacher licensure
2. Early Childhood Educator B-8 non-licensure articulated pathways (AA move to BA)
 - Infant-toddler
 - Administrator (could be AA only)
 - Technical assistance consultants
 - Para educator
3. Family Support
 - Family support
 - Early ACCESS service coordinator
 - Child health
 - CHSC parent consultants

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Beginning of a vision for Early Care, Health and Education System of pathways with multiple entry points, multiple pathways.



Future Work:

- Solidify the vision of ECHE professional development specific to Iowa.
- Where does everyone fit in the grand scheme?
- Identify “What are the next steps?”
- Develop an Action Plan for the next steps.

NEXT MEETING: July 26 and July 27

Jessie Parker Building – Vocational Rehabilitation at 510 E 12th Street, Des Moines.