

Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards 2015

This first edition of the Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards was developed with the support of First Things First and BUILD Arizona. It is the result of thoughtful collaboration among many early childhood professionals (refer to the member roster of the BUILD Arizona Professional Development Workgroup.)

©2015 Arizona Early Childhood Development and Health Board (First Things First)
4000 North Central Avenue, Suite 800
Phoenix, AZ 85012
www.azftf.gov

Permission to copy, disseminate, or otherwise use the information in this publication is granted, as long as appropriate acknowledgement is given.

Contents

What is the Arizona Early Childhood Career and Professional Development Network?	3
What Are the Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards?	5
Who Can Use the Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards and How?	6
Qualifications of Professional Development Instructors and Technical Assistance Providers	7
Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards	8
Core Area 1: Content Knowledge	8
Core Area 2: Adult Learning Principles	8
Core Area 3: Instruction	9
Core Area 4: Assessment & Evaluation	10
Core Area 5: Professionalism	10
Core Area 6: Relationship-based Practice	11
Arizona Early Childhood Workforce Career Lattice	12
Glossary	16
References and Resources	19

Welcome

The goal of the Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards is to support and enhance the advancement of Arizona’s Early Childhood Workforce supported by the Arizona Early Childhood Career and Professional Development Network (the Network, Exhibit 1). Arizona is committed to a high quality Early Childhood Workforce and has long recognized the importance of ongoing **professional development**¹ for those working with young children. All early childhood professionals in the Early Childhood Workforce, regardless of expertise, can benefit from guidance and support that enhances their ability to work with young children.

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

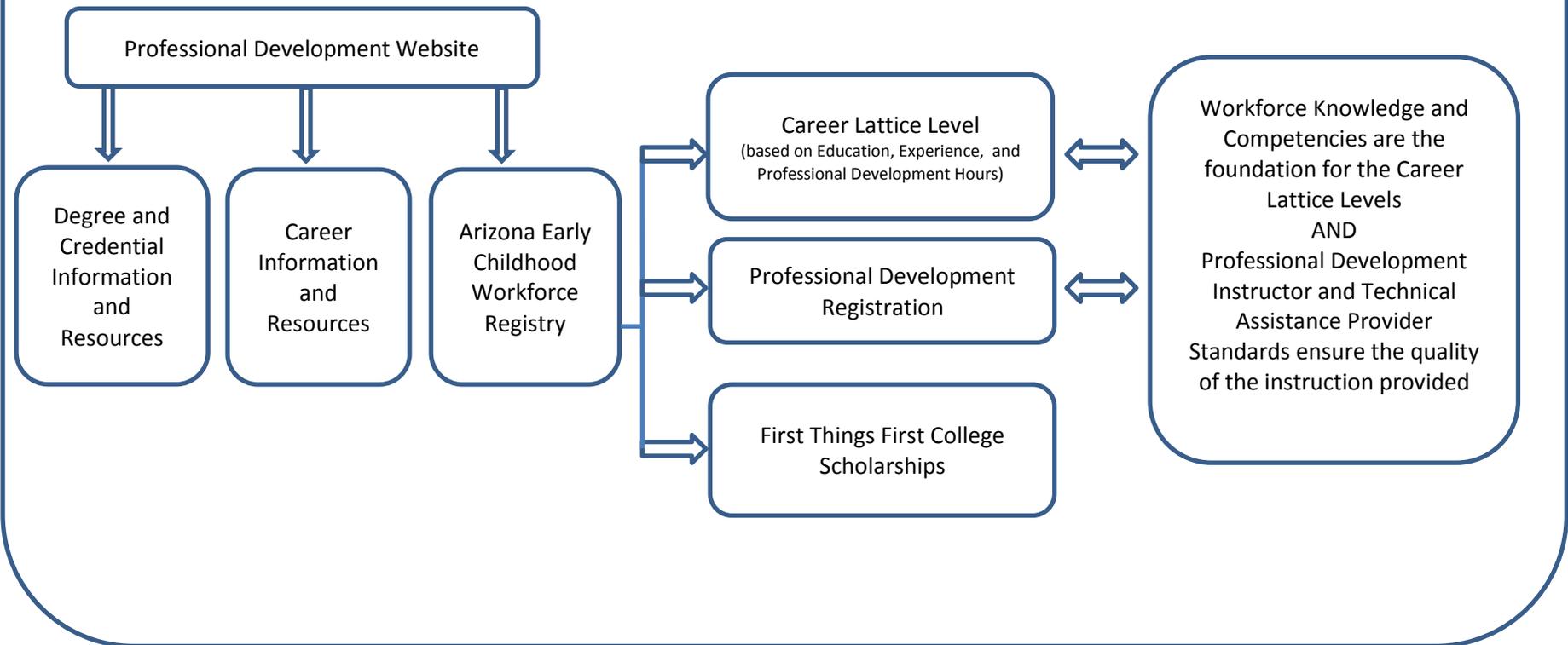
The Network is a comprehensive web-based system designed to meet the professional development needs of Arizona’s early childhood professionals from entry to advanced levels and promote high quality professional development. The Network includes the following components:

1. A website which will be used to promote and provide access to a variety of professional development resources;
2. A web-based Arizona Early Childhood Workforce Registry (Registry);
3. A component in the Registry for application and enrollment in First Things First College Scholarships for Early Childhood Professionals that supports credentialing and degree attainment.

¹ Terms in bold are defined in the Glossary.

4. The Arizona Workforce Knowledge and Competencies Framework which is a set of professional standards that identify the basic knowledge, skills, and attitudes needed for early childhood professionals across sectors of early childhood including, early care and education, early intervention, mental health, physical health and social services/child welfare professionals. It is comprised of two components:
 - a. The Arizona Career Lattice is a tool that provides the pathway of education, professional development, and work experience for early childhood professionals to use for individualized assessment, setting professional development goals, and documentation of progress in career development; and,
 - b. The Arizona Workforce Knowledge and Competencies is a uniform set of expectations for the early childhood workforce that ensure implementation of quality services for young children and their families.
5. The Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards is a set of professional standards that identify the basic knowledge, skills, and attitudes needed for professional development instructors and technical assistance providers. These Standards inform intentional professional development approaches that ensure quality and relevance. Professional standards help to ensure a common language and understanding throughout the workforce when they are used as the basis for credentials and professional development. They will be used to ensure all professional development opportunities are provided by a qualified individual.

Arizona Early Childhood Career and Professional Development Network



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

The Arizona Early Childhood **Professional Development Instructor** and **Technical Assistance Provider** Standards are a set of professional standards that identify the basic knowledge, skills, and attitudes expected to be implemented in the practice of professional development instructors and technical assistance providers.

The Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards are a result of the collaboration of the BUILD Arizona Professional Development Workgroup (PDWG), a group of Arizona early childhood stakeholders first convened in 2012 by First Things First.

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

- *Arizona Early Childhood Workforce Career Lattice and Knowledge & Standards, 1st Edition*
- *Arizona's Infant and Toddler Developmental Guidelines, 1st Edition*
- *Arizona's Early Learning Standards*
- *Program Guidelines for High Quality Early Education: Birth through Kindergarten, 3rd Edition*
- *Arizona Early Childhood Development and Health Board Home Visitation Standards of Practice*
- *Quality First Program*
- *Head Start Child Development and Early Learning Framework*

- *National Association for the Education of Young Children (NAEYC) and National Association of Child Care Resource & Referral Agencies Early Childhood Education Professional Development: Training and Technical Assistance Glossary*
- *US Department of Health and Human Services, Administration for Children and Families: A Guide to Effective Consultation with Settings Serving Infants, Toddlers, and Their Families: Core Knowledge, Standards, and Dispositions.*
- *National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct, Supplement for Early Childhood Adult Educators*
- *Code of Ethics for Infant Mental Health Competencies*

Standards play a critical role in the early childhood **professional development** system. **Professional Development Instructors** and **Technical Assistance Providers** must know what is expected of them and what constitutes quality **professional development** and **technical assistance**. When early childhood **Professional Development Instructors** and **Technical Assistance Providers** have and use well-defined standards, they agree on the roles and expectations of those working with the Early Childhood Workforce. The National Association for the Education of Young Children (NAEYC) Blueprint² recommends that standards include educator **competencies** for all early childhood professionals regardless of role or work setting and that policies regarding standards include language to ensure they are aligned and integrated with licensing and certification requirements across state agencies. Additionally, Arizona includes Tribal governments as an integral partner in ensuring that policies are integrated and aligned.

² http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf

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

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

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

Who Can Use the Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards and How?

The *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* may be used by:

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

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

Professional development (PD) generally refers to ongoing learning opportunities available to **professionals** to enhance skills, knowledge, and career advancement (NAEYC and NACCRRA, 2011). For Arizona, Early Childhood Workforce **PD** encompasses all types of facilitated learning opportunities. Examples include college coursework, conferences/workshops, observation and practice, coaching/mentoring, communities of practice, practicum, internship, student teaching, independent study, reflective practice, reflective supervision, and **technical assistance**.

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

Both **PD** and **TA** “should be embedded in the recipient’s broader **professional development** plan” (NAEYC and NACCRRA, 2011, p. 9).

PD Instructors and **TA Providers** should use the *Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* to:

- Assist in planning, delivering, assessing, and evaluating **PD** and **TA**.
- Help Arizona’s Early Childhood Workforce further their knowledge of early childhood care and education.
- Define the uniform core knowledge and **skills** needed to deliver **PD** and **TA**.
- Provide support for the administration and management of early childhood education programs.
- Ensure consistency, accountability, and coordination for the provision of **PD/TA** for Arizona’s Early Childhood Workforce.
- Identify individual areas for their own professional development and growth and as a basis for reflective supervision.

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

Professional Development Instructors and Technical Assistance Providers in a specialty field other than Early Childhood Education must meet the following qualifications:

- Hold a professional license, certificate or credential in their area of expertise.
- Minimum of 5 year of experience in the specialty area
- Participate in a minimum of 18 ongoing Professional Development hours or 1.8 CEU’s that strengthen the content expertise as well as enhance their ability to work with adult learners.
- Provide a minimum of 1 professional development event or 5 hours of TA each year.

Qualifications of Professional Development Instructors and Technical Assistance Providers

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

- Achieve a minimum level on the Arizona Early Childhood Workforce Career Lattice through a phase in as follows:
 - Level F July 1, 2015 – June 30, 2016
 - Level G July 1, 2016 – June 30, 2017
 - Level H July 1, 2017 and beyond
- Participate in a minimum of 18 ongoing Professional Development hours or 1.8 CEU’s that strengthen the content expertise as well as enhance their ability to work with adult learners.

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

- Possess adult learning expertise;
- Integrate adult learning successfully in their practice, and;
- Have access to professional development that supports knowledge and practice of adult learning.

Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards

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

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

Core Area 1: Content Knowledge

Effective **PD Instructors** and **TA Providers** ensure success by addressing their participants' needs, abilities, and settings.

- 1.1 Exhibit a broad base of knowledge and advanced skills in their content area and the Standards related to that area.
- 1.2 Demonstrate expertise in applying current research-based knowledge and content.
- 1.3 Demonstrate expertise in applying current **evidence-based** and **evidence-informed best practices**.
- 1.4 Demonstrate expertise in applying current and relevant resources to address the needs of participants, including participants with special needs.

- 1.5 Relate content knowledge to participants' context and everyday practice.
- 1.6 Keep up-to-date on local, state, and national resources related to early childhood education.
- 1.7 Demonstrate ability to apply **culturally responsive** practices.

Core Area 2: Adult Learning Principles

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

- 2.1 Integrate theories, research, and models of adult learning to achieve intended outcomes³.
- 2.2 Understand that adults learn best when they are involved in planning, applying and reflecting on their learning.
- 2.3 Understand and value the life experiences, knowledge, and viewpoints that adults bring to the learning process.
- 2.4 Understand that adults are relevancy-oriented.
- 2.5 Understand that adults are practical and goal-oriented, learning best when instruction is a balance between solution-oriented and content-oriented learning.
- 2.6 Understand that adults desire respect, learning best when the process is positive and encouraging.

³ Knowles, Malcolm S. (1970). *The Modern Practice of Adult Education; Andragogy versus Pedagogy*, The Association Press, 291 Broadway, New York, N.Y. 10007

- 2.7 Understand that adults are internally motivated and self-directed.
- 2.8 Understand that professional development must demonstrate **cultural responsiveness**.

Core Area 3: Instruction

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

- 3.1 Use standards, needs assessment, and/or other evidence to define learning outcomes for **PD/TA** (see the section on Assessment & Evaluation).
- 3.2 Communicate the goals and parameters of the **PD/TA** including, as appropriate, time commitment, logistics, expected outcomes, measures of success, and confidentiality.
- 3.3 Revisit goals and parameters throughout the **PD/TA**.
- 3.4 Create a climate of **cultural responsiveness** and demonstrate diversity sensitivity through activities and materials.
- 3.5 Consider potential barriers to learning.
- 3.6 Acknowledge learning styles (visual/verbal/kinesthetic, active/reflective, sequential/global, and sensing/intuitive) and design **PD/TA** that addresses multiple styles.
- 3.7 Use active and reflective listening and ask clarifying questions to ensure understanding.
- 3.8 Include interactive learning activities, exercises, and instructional aides (handouts, audiovisuals, and other components of instruction) to support and enhance **PD/TA** and to promote retention and transfer of knowledge.
- 3.9 Connect theory and **evidence-based** and **evidence-informed** best practices to participant's situation.
- 3.10 Encourage the application of new knowledge and skills gained from the **PD/TA**
- 3.11 Utilize current research and cite the work of others and adhere to copyright laws as they apply.
- 3.12 Keep **PD/TA** focused and on schedule.
- 3.13 Show creativity and flexibility in methods and procedures.
- 3.14 Show respect and consideration for individual and group needs.
- 3.15 Manage unforeseen situations, including conflict, disturbances, embarrassments, the impact of sensitive materials, and unanswerable questions.
- 3.16 Understand and use, as appropriate, virtual learning environments, such as curriculum mapping, participant tracking, online support, electronic communication (list serves, email, threaded discussions, chat, web publishing) and Internet links to outside curriculum resources.
- 3.17 Provide a process for feedback that is objective, knowledge/skill-based, and goal-oriented.
- 3.18 Document **PD/TA** that reflects purpose and progress.
- 3.19 Provide recommendations for additional resources, follow-up, or further **PD/TA**.

Core Area 4: Assessment & Evaluation

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

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

Core Area 5: Professionalism

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

- 5.1 Respect the roles played by knowledgeable and competent early childhood professionals in supporting young children's development.
- 5.2 Apply knowledge and skills acquired to their **PD/TA** content and delivery.

- 5.3 Establish and maintain professional boundaries and confidentiality.
- 5.4 Maintain professionalism by being on time, organized, and prepared.
- 5.5 Maintain professionalism with good hygiene and appropriate dress.
- 5.6 Promote the early childhood field by encouraging the development of individual professional development goals and plans.
- 5.7 Adhere to the National Association for the Education of Young Children Code of Ethical Conduct and Statement of Commitment and the professional values and ethics fundamental to those working in the field of Early Childhood Education.
- 5.8 Demonstrate **cultural responsiveness** and respect for **diversity**.
- 5.9 Demonstrate a commitment to and promote continual, collaborative learning.
- 5.10 Encourage participation in professional organizations.
- 5.11 Advocate for early childhood issues affecting families and communities at local, state, national, and global levels.
- 5.12 Keep current with, meet, and exceed state and local regulatory codes and changes in best practice.
- 5.13 Model **reflective practice** in professional development and technical assistance content and delivery.

Core Area 6: Relationship-based Practice

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

- 6.1 Know the differences among and appropriately use these strategies: **professional development, mentoring, coaching, consulting, advising,** and **peer-to-peer technical assistance**.
- 6.2 Apply knowledge of and appropriately use supportive on-going adult learning groups, such as **Professional Learning Communities, Communities of Practice,** and **Learning Cohorts,** to promote professional growth and to facilitate change and improvement.
- 6.3 Use individualized, professional, **strength-based relationships** as a method to improve the quality of learning, building bridges of support and opportunities for learning with those who are less experienced to promote change and support quality improvement.
- 6.4 Develop reciprocal relationships through sharing experiences, exploring expectations, and clarifying roles (i.e. **reflective supervision, parallel process**).
- 6.5 Commit to shared learning by encouraging collaboration and problem-solving.
- 6.6 Maintain positive **PD Instructor/TA Provider**-participant and participant-participant interactions through encouraging individual and group participation, using **active** and **reflective listening** and feedback, and encouraging mutual respect.
- 6.7 Demonstrate respect for the individual abilities of others,

identifying and addressing participants' learning and communicating styles and preferences.

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

Arizona Early Childhood Workforce Career Lattice

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

Arizona Early Childhood Workforce Career Lattice					
Education	Credit Hours and Professional Development Hours	Work Experience in Early Childhood ¹			Arizona Early Childhood Workforce Knowledge and Competency Level
		Less than 3 Years of Experience	3-5 Years of Experience	More than 5 Years of Experience	
High school diploma or equivalent ²		Level A	Level B	Level C	1
High school diploma or equivalent ²	PLUS 6 credit hours in Early Childhood Education (ECE) ³ or a related field ⁴	Level B	Level C	Level D	
High school diploma or equivalent ²	PLUS 90 clock hours ⁵ of approved professional development ⁶				
High school diploma or equivalent ²	PLUS 3 credit hours in Early Childhood Education (ECE) ³ or a related field ⁴ plus 45 clock hours ⁵ of approved professional development ⁶				
High school diploma or equivalent ²	PLUS 12 credit hours in Early Childhood Education (ECE) ³ or a related field ⁴	Level C	Level D	Level E	2
High school diploma or equivalent ²	PLUS 180 clock hours ⁵ of approved professional development ⁶				
High school diploma or equivalent ²	PLUS credit hours in Early Childhood Education (ECE) ³ or a related field ⁴ and approved professional development ⁶ hours in one of the following combinations: <ul style="list-style-type: none"> o 3 credit hours plus 135 clock hours⁵ or o 6 credit hours plus 90 clock hours or o 9 credit hours plus 45 clock hours. 				
Certificate of Completion in Early Childhood Education ³ or a related field ⁴ from a community college					

Education	Credit Hours and Professional Development Hours	Work Experience in Early Childhood ¹			Arizona Early Childhood Workforce Knowledge and Competency Level
		Less than 3 Years of Experience	3-5 Years of Experience	More than 5 Years of Experience	
Current Child Development Associate (CDA) awarded by the Council for Professional Recognition OR other approved equivalent certification or credential ⁷		Level D	Level E	Level F	2
High school diploma or equivalent ²	PLUS 24 credit hours in ECE ³ or a related field ⁴				
High school diploma or equivalent ²	PLUS 360 clock hours ⁵ of approved professional development ⁶				
High school diploma or equivalent ²	PLUS credit hours in ECE ³ and approved professional development ⁶ hours in one of the following combinations: <ul style="list-style-type: none"> o 3 credit hours plus 315 clock hours⁵ o 6 credit hours plus 270 clock hours o 9 credit hours plus 225 clock hours o 12 credit hours plus 180 clock hours o 15 credit hours plus 135 clock hours 				
60 College Credits	Including at least 18 credit hours in ECE ³ or a related field ⁴	Level E	Level F	Level G	3
Associate degree in ECE ³	INCLUDING at least 60 college/university credits with at least 18 credit hours in ECE or a related field ⁴				
Associate degree in a related field ⁴	PLUS 18 credit hours in ECE ³ or a related field ⁴				
Associate degree in any field	PLUS 18 credit hours in ECE ³ or a related field ⁴	Level F	Level G	Level H	4
Bachelor's degree in ECE ³					
Bachelor's degree	INCLUDING at least 24 credit hours in ECE ³ or a related field ⁴				
Bachelor's degree	PLUS Current State of Arizona Provisional or Standard Teaching Certificate in one of the following: <ul style="list-style-type: none"> o Early Childhood Education (Birth-Age 8 or Grade 3) o Early Childhood Special Education o Elementary Education with Early Childhood (Birth-Age 8/ Grade 3) Endorsement. 				

Education	Credit Hours and Professional Development Hours	Work Experience in Early Childhood ¹			Arizona Early Childhood Workforce Knowledge and Competency Level
		Less than 3 Years of Experience	3-5 Years of Experience	More than 5 Years of Experience	
Master's degree in ECE ³		Level G	Level H	Level I	5
Master's degree	INCLUDING either 30 undergraduate credit hours or 18 graduate credit hours in ECE ³ or a related field ⁴				
Doctorate in ECE ³		Level H	Level I	Level J	
Doctorate	INCLUDING 30 graduate-level credit hours in ECE ³ or a related field ⁴				

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

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

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

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

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

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

³ Early Childhood Education (ECE) degrees include the following degrees:

- 1) Applied Science Child Care and Development
- 2) Applied Science in Early Childhood Education
- 3) Applied Science Nursery Education
- 4) Child Care Education and Administration
- 5) Child Development
- 6) Child Development and Early Childhood
- 7) Child Development and Family Relations
- 8) Child Life

- 9) Child Psychology
- 10) Child Study
- 11) Child Youth and Community Concentration Early Care and Education
- 12) Childhood Education
- 13) Childhood Studies
- 14) Collaborative Early Childhood Education
- 15) Early Childhood and Special Education
- 16) Early Childhood Care and Education
- 17) Early Childhood Counseling and Child Development
- 18) Early Childhood Development
- 19) Early Childhood Education
- 20) Early Childhood Education for Handicapped
- 21) Early Childhood Special Education
- 22) Early Childhood Teaching
- 23) Early Education Associate
- 24) Human Development in Early Childhood Education
- 25) Nursery Education
- 26) Preschool Education
- 27) Special Education Early Childhood Development
- 28) Special Education in Early Childhood
- 29) Teaching Child and Early Childhood Education.

Additional fields will be considered on an individual basis. Please contact the Arizona Registry administrator for assistance.

⁴ Related fields include:

- Child and Family Studies
- Consumer Studies
- Developmental Psychology
- Elementary Education
- Home Economics/Family and Consumer Sciences
- Human Development
- Human Ecology
- Human Services
- Nursing
- Psychology
- Public Health
- Social Work
- Sociology
- Special Education

Additional fields will be considered on an individual basis. Please contact the Arizona Registry administrator for assistance.

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

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

⁷ For example, Certified Childcare Professional (CCP) or National Administrator Credential (NAC) awarded by the National Child Care Association, or Montessori Accreditation Council for Teacher Education (MACTE). Additional credentials will be considered on an individual basis. Please contact the Arizona Registry administrator for assistance.

Glossary

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

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

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

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

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

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

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

Consulting – “a collaborative, problem-solving process between an external consultant with specific expertise and **adult learning knowledge** and skills and an individual or group from one program or organization. Consultation facilitates the **assessment** and resolution of an issue- specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic” (NAEYC and NACCRRA, 2011).

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

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

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

Culturally responsive practice – a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Some of the characteristics of culturally responsive teaching are positive perspectives on parents and families; communication of high expectations; learning within the context of culture; student-centered instruction; culturally mediated instructions; reshaping the curriculum; and teacher as facilitator.⁴

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

Evidence-based – research or scientifically-based educational methods or techniques that have demonstrated results for learning and development.

Evidence-informed – an approach which uses the best available research knowledge and applies that knowledge within the scope of the work while allowing for innovations. It is applicable to both the development of new and the assessment of existing programs and services.

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

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

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

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

⁴ <http://www.alliance.brown.edu/tdl/tl-strategies/crt-principles.shtml>

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

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

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

Professional learning communities – groups of educators engaging to improve their skills and **knowledge** through collaborative study, expertise exchange, and professional dialogue. They also seek to improve the education aspirations, achievement, and attainment of their students through stronger leadership and teaching. See also **Communities of practice** and **learning cohorts**.

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

Reflective Practice – the use of self-awareness, careful and continuous observation, and respectful, flexible responses that

result in relationship-based programs.⁵

Reflective Supervision – a supervisory relationship grounded in honesty and trust that focuses on experiences, thoughts and feelings directly connected with the work of the employee in which each partner has a clear understanding of the reciprocal expectations of each partner.⁶

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

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

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

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

⁵ <http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/>

⁶ <http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/three-building-blocks-of-reflective-supervision.html>

References and Resources

Arizona Department of Education (2009, September). *Arizona career technical education career preparation standards & measurement criteria: Early childhood education, 13.1210.0*. Retrieved from <http://www.azed.gov/career-technical-education/files/2011/10/earlychildhoodeducation.pdf>

Arizona Department of Education (2013, May). *Early learning standards, 3rd edition*. Retrieved from <http://www.azed.gov/early-childhood/files/2011/06/arizona-early-learning-standards-3rd-edition1.pdf>

Arizona Department of Education (2012, October). *Requirements for the early childhood education certificate*. Retrieved from <http://www.azed.gov/educator-certification/files/2011/09/early-childhood-certificate.pdf>

Arizona Department of Education, Early Childhood Education, First Things First (2011). *Program guidelines for high quality early education: Birth through kindergarten, 3rd edition*. Retrieved from http://www.azftf.gov/WhoWeAre/Board/Documents/Program%20Committee/10_27_10%20Meeting%20Materials/14%20-%20Program%20Guidelines%20FINAL%20Version.pdf

Arizona Department of Education, Early Childhood Programs, First Things First (2012, May). *Arizona's infant and toddler developmental guidelines, 1st edition*. Retrieved from http://www.azed.gov/early-childhood/files/2012/10/az_infant_toddler_guidelines_complete-2.pdf

Arizona Department of Education, Arizona College and Career Ready Standards <http://www.azed.gov/azccrs/thestandards/>

Arizona Department of Health Services, Behavioral Health Service Agencies: Licensure (2011, July). *Title 9. health services*. Retrieved from http://www.azsos.gov/public_services/Title_09/9-20.pdf

Arizona Department of Health Services, Bureau of Child Care Licensing (2009, February 9). *Home visitation standards of practice*. Retrieved from http://www.azftf.gov/WhoWeAre/HowWeWork/Documents/Home_Visitation_Standards_of_Practice.pdf

Arizona Department of Health Services, Bureau of Child Care Licensing (2010, September). *Arizona administrative code and Arizona revised statutes for child care facilities*. Retrieved from http://www.azdhs.gov/als/childcare/documents/rules/OCC_L-Facility-Rules_Unofficial-Copy_2010.pdf

Arizona Early Childhood Development and Health Board (First Things First) (2014). *Arizona early childhood workforce career lattice and knowledge and Standards*. Phoenix, AZ: Author.

Arizona Workplace Employability Skills Project 2010-2011 (2011, July). *Workplace employability skills standards and measurement criteria*. Retrieved from <http://www.azed.gov/career-technical-education/files/2011/11/workplace-employability-standards.pdf>

- Colorado Coaching Consortium (2009, March). *Coaching Standards for Colorado early childhood education*. Retrieved from http://cocoaches.net/uploads/Coaching_Standards_Oct_2010.pdf
- Arizona Early Childhood Development and Health Board (First Things First) (2013, October). *Cultural Responsivity Recommendations* Retrieved from <http://ftf/teams/policy/Advisory%20Committee%20Docs/Policy%20and%20Program%20Committee/2013-11-26%20Policy%20and%20Program%20Committee%20Meeting%20Materials/03%20Cultural%20Responsivity%20Recommendations%20Oct%202013.pdf>
- Florida Steps to Success Early Learning Career Pathways (December 2010). *Trainer-training qualifications and standards for early child care and education*. Retrieved from <http://www.qccareers.org/downloads/publications/Trainer%20Core%20Standards.pdf>
- Infant/Toddler Mental Health Coalition Of Arizona (2002). *Code of Ethics*. Retrieved from <http://www.itmhca.org/pdfs/codeofethics.pdf>
- Knowles, Malcolm S. (1970). *The Modern Practice of Adult Education; Andragogy versus Pedagogy*, The Association Press, 291 Broadway, New York, N.Y. 10007.
- National Association for the Education of Young Children (April 2005) *Code of ethical conduct and statement of commitment*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>
- National Association for the Education of Young Children (April 2005) *Code of ethical conduct supplement for early childhood adult educators*. Retrieved from http://www.naeyc.org/files/naeyc/image/public_policy/ethics_04_09202013update.pdf
- National Association for the Education of Young Children (NAEYC) and National Association of Child Care Resource & Referral Agencies (NACCRRA) (2011). *Early childhood education professional development: Training and technical assistance glossary*. Retrieved from http://www.naeyc.org/GlossaryTraining_TA.pdf
- National Board for Professional Teaching Standards <http://www.boardcertifiedteachers.org/?gclid=CITamMXrqb4CFZJbfgodnQkAig>
- North Carolina Department of Health and Human Services, Division of Child Development and Early Education (2013). *Framework for the North Carolina technical assistance practitioner Standards: The knowledge, skills and dispositions needed by early care and education and school-age childcare TA practitioners who work to improve or support developmentally appropriate experiences for young children, ages birth through age 12 years by supporting, informing and building the knowledge and skills of early educators and their program administrators*. Retrieved from [http://www.ncicdp.org/documents/TA%20Standards%20April%2023%202013FINAL%20\(1\).pdf](http://www.ncicdp.org/documents/TA%20Standards%20April%2023%202013FINAL%20(1).pdf)

Quality First! (n.d.). *Quality First! rating scale*. Retrieved from <http://www.azftf.gov/WhatWeDo/Programs/QualityFirst/Documents/Quality%20First%20Rating%20Scale.pdf>

South Carolina Center for Child Care Career Development (2010). *South Carolina early care and education technical assistance system*. Retrieved from http://www.sc-cccd.net/pdfs-docs/TAP/SC_Early_Care_Ed_Tech_Assist_Sys.pdf

US Department of Health and Human Services, Administration for Children and Families (2011).

A guide to effective consultation with settings serving infants, toddlers, and their families: Core knowledge, Standards, and dispositions. Retrieved from: http://www.acf.hhs.gov/sites/default/files/assets/2011_effective_consultation.pdf

US Department of Health and Human Services, Administration for Children and Families, Office of Head Start (September 2011).

The Head Start child development and early learning framework: Promoting positive outcomes in early childhood programs serving children 3-5 years old. Retrieved from: [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)

Vermont Northern Lights Career Development Center (July 2012). *MATCH (mentoring advising teaching coaching/consulting helping) Standards as self-assessment tool*. Retrieved from <http://northernlightscdc.org/wp-content/uploads/2012/08/7-12-MATCH-Standards-and-SA.pdf>

Zero to Three (National Center for Infants, Toddlers, and Families) <http://www.zerotothree.org/>

Zero to Three (National Center for Infants, Toddlers, and Families) (May, 2010). *Relationships: The Heart of Development and Learning*. Retrieved from <http://www.zerotothree.org/public-policy/state-community-policy/nitcci/multidisciplinary-consultant-module-1.pdf>