ARIZONA EARLY CHILDHOOD

Professional Development Instructor and Technical Assistance Provider Standards
Introduction

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. A list of PDWG members may be found on page 24.

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 Knowledge & Competencies, 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
- 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

Early Childhood Education Professional development is 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 experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance. (NAEYC and NACCRA, 2011, p. 5). 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 NACCRA, 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 NACCRA, 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 NACCRA, 2011).

Terms in bold are defined in the Glossary.
What are the Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards?

To ensure high-quality early childhood programs for young children, it is necessary to have a highly competent workforce for the early childhood field. Professional development (PD) provides the path to achieving this goal when PD instructors and technical assistance providers have appropriate credentials, knowledge and experience in the subject matter being taught, and an understanding of the principles of adult learning. The Professional Development Instructor and Technical Assistance Provider Standards define the credentials, knowledge and experience necessary to ensure high quality PD experiences for our workforce from entry through advanced levels. A process for verifying the use of these standards by PD instructors and technical assistance providers is in the planning stages and expected to be implemented in July, 2017.

All professional development (education, training, and TA) should:
• be designed using evidence-based best practices consistent with the principles of adult learning; and structured to promote linkages between research, theory, and practice;
• address the continuum of young children’s abilities and needs;
• respond to each learner’s background (including cultural, linguistic, and ability), experiences, and the current context of her role and professional goals; and
• include resources to ensure access for all.2

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

As one component of Arizona Early Childhood Career and Professional Development Network (Network, Exhibit 1), The Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards support and enhance the advancement of Arizona’s Early Childhood Workforce.

2 http://www.naeyc.org/GlossaryTraining_TA.pdf
What is the Arizona Early Childhood Career and Professional Development Network?

The Arizona Early Childhood Career and Professional Development Network (Network) is an integrated early childhood professional development system for all Arizona early childhood professionals working with and on behalf of young children.

Exhibit 1 shows a picture of the Network components that are described below:

1. The PD website, which provides the early childhood workforce access to a variety of professional development resources including competencies and standards, education pathways and opportunities, career pathways, employment opportunities, and the Arizona Early Childhood Workforce Registry;

2. The Arizona Early Childhood Workforce Registry (Registry) is a web-based system that enables early childhood professionals and those interested in a career in early education to find and register for professional development opportunities and also to keep a record of their experience, education, professional development and credentials in a central location. It is also used to manage application and enrollment in First Things First College Scholarships for Early Childhood Professionals.

3. The Arizona Workforce Knowledge and Competencies is a uniform set of expectations that identify the basic knowledge, skills, and abilities 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. They ensure implementation of quality services for young children and their families.

4. The Arizona Career Lattice is a tool within the Registry 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.

5. The Professional Development Instructor and Technical Assistance Provider Standards define the credentials, knowledge and experience necessary to ensure high quality professional development experiences for our workforce from entry through advanced levels.
The components of Arizona’s Early Childhood Career and Professional Development Network (Network) lay the foundation for an integrated early childhood (EC) professional development system and align with NAECY’s recommended policy areas\(^3\). Integrated policies intentionally promote the building and support of an efficient cross-sector system that decreases duplication of efforts and increases accountability and sustainability. An integrated system helps develop and retain a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals\(^4\). Over the next several years, the BUILD Arizona Professional Development Workgroup (PDWG), staffed by First Things First, will continue to strengthen and support this system.


\(^{4}\) [http://www.naeyc.org/policy/ecwsi](http://www.naeyc.org/policy/ecwsi)
Who can use the Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards?

These standards may be used by a variety of professionals in the early childhood workforce including, but not limited to:

- **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.

- Directors and program Administrators who are providing professional development to their own staff.

- Institutes of Higher Education – community colleges and universities.

- High School Career and Technical Education teachers.

Anyone who wishes to offer PD through the Arizona Early Childhood Workforce Registry is required to use The Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards.

How can the Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards be used?

The Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards can be used in the following ways:

- Assist in planning, delivering, assessing, and evaluating PD, training 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, training, 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.
Qualifications of Professional Development Instructors and Technical Assistance Providers\textsuperscript{5,6}

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\textsuperscript{7} through a phase in as follows:
  - Level D3 (CDA or 24 credits in ECE, 5 years’ experience)
    - July 1, 2016 – June 30, 2017
  - Level E3 (60 college credits total with 18 in ECE, 5 years’ experience)
    - July 1, 2017 – June 30, 2018
  - Level F3 (Bachelor’s Degree, 5 years’ experience)
    - July 1, 2018 and beyond

- Participate in a minimum of 18 ongoing Professional Development hours or 1.8 CEUs annually 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.

Professional Development Instructors and Technical Assistance Providers in a specialty field other than Early Childhood Education or related field must meet the following qualifications and are not subject to a minimum career lattice level:

- Hold a professional license, certificate, credential, or degree in their area of expertise.

- Minimum of 5 years of experience in the specialty area.

- Participate in a minimum of 18 ongoing Professional Development hours or 1.8 CEUs annually that strengthen the content expertise as well as enhance their ability to work with adult learners OR participate in the annual number of Professional Development hours required for professional licensing or certification.

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

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.

\textsuperscript{5} If you do not meet the minimum qualifications, please contact the Arizona Registry at info@thearizonaregistry.org for an exception application

\textsuperscript{6} PD Instructors and Technical Assistance providers from outside of Arizona who wish to provide PD opportunities in the Arizona Workforce Registry, please contact the Arizona Registry at info@thearizonaregistry.org

\textsuperscript{7} Career Lattice is located at www.AZEarlyChildhood.org under the Resources & Information tab
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

<table>
<thead>
<tr>
<th>Core Area 1: Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective PD Instructors and TA Providers ensure success by addressing their participants’ needs, abilities, and settings.</td>
</tr>
<tr>
<td>1.1 Exhibit a broad base of knowledge and advanced skills in their content area and the Standards related to that area.</td>
</tr>
<tr>
<td>1.2 Demonstrate expertise in applying current research-based knowledge and content.</td>
</tr>
<tr>
<td>1.3 Demonstrate expertise in applying current evidence-based and evidence-informed best practices.</td>
</tr>
<tr>
<td>1.4 Demonstrate expertise in applying current and relevant resources to address the needs of participants, including participants with special needs.</td>
</tr>
<tr>
<td>1.5 Relate content knowledge to participants’ context and everyday practice.</td>
</tr>
<tr>
<td>1.6 Keep up-to-date on local, state, and national resources related to early childhood education.</td>
</tr>
<tr>
<td>1.7 Demonstrate ability to apply culturally responsive practices.</td>
</tr>
</tbody>
</table>
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 outcomes.

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.

2.7 Understand that adults are internally motivated and self-directed.

2.8 Understand that professional development must demonstrate cultural responsiveness.

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**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 responsibility 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.

<p>| 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. |</p>
<table>
<thead>
<tr>
<th><strong>Core Area 5: Professionalism</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective PD Instructors and TA Providers promote professionalism in the field of Early Childhood Education.</td>
</tr>
<tr>
<td><strong>5.1</strong></td>
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<tr>
<td><strong>5.2</strong></td>
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<td><strong>5.9</strong></td>
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<td><strong>5.10</strong></td>
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<td><strong>5.11</strong></td>
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<td><strong>5.12</strong></td>
</tr>
<tr>
<td><strong>5.13</strong></td>
</tr>
</tbody>
</table>
## 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 has a diverse and growing community of professionals who work with or on behalf of young children and their families. Just as this community has grown, so has Arizona’s commitment to supporting the ongoing professional development of all early childhood professionals across all sectors of early care and education, early intervention, mental health, physical health and social services/child welfare working with expectant parents, infants, toddlers, young children to age eight, and their families. To ensure high-quality early childhood programs for young children, it is necessary to have a highly competent workforce for the early childhood field. Work experience, professional development, and college education provide the pathway to achieving this goal. The Arizona Early Childhood Workforce Career Lattice (Career Lattice) outlines this pathway.

The Career Lattice reflects the following:

- Knowledge and skills can be developed through work experience
- Knowledge and skills can be developed through professional development
- College education is essential to developing a highly competent workforce

The Career Lattice is distributed across eight levels (Levels A-H), from entry through advanced. The Arizona Early Childhood Workforce Registry (www.azregistry.org) will calculate your lattice level once you provide the following:

- Work Experience in Early Childhood
- Professional Development Hours
- College Education

Advancement along the Career Lattice can be achieved by:

- Work Experience in Early Childhood ONLY (i.e. Advancement along the Career Lattice can be achieved with work experience only by moving across a level: Level A1, A2, A3; OR
- Professional Development Hours ONLY (i.e. Advancement to level D can be achieved with a high school diploma and professional development hours); OR
- College Education ONLY (i.e. Advancement to Level H can be achieved with college degree attainment); OR
- A combination of work experience in early childhood, professional development hours, and college education.

The Career Lattice aligns with the Arizona Early Childhood Workforce Knowledge and Competencies (WKC’s). The WKC’s identify the basic knowledge, skills, and abilities needed for early childhood professionals across all sectors of early care and education, early intervention, mental health, physical health and social services/child welfare working with expectant parents, infants, toddlers, young children to age eight, and their families.

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10 Refer to the “How to Submit Documentation” tab along the left hand side of the Registry home page www.azregistry.org for information on submitting this information.
Each core knowledge competency is divided into five levels following a progression of knowledge, skills and abilities important to the providing high quality services to children birth-age eight and their families. The levels build on one another, with the belief that a professional working on competencies at Level 3 has already achieved most or all of the competencies at Level 1 and 2. However, it is still possible for a professional to be operating at different competency levels in different knowledge areas. For example, an individual may be at competency level 2 in Child Growth and Development while still working through the competencies in Level 1 in Professionalism. Professionals progress from one level to another through many pathways, including higher education, training and professional development, work experience, mentoring or coaching, and self-reflection.

The Workforce Knowledge and Competencies and the Career Lattice reflect the progression of knowledge, skills and abilities by increasing levels. The difference is that the Workforce Knowledge and Competencies reflect the progression of knowledge and skills while the Career Lattice reflects the path a professional takes to obtain them. It is reasonable to expect that the competency level reflected in the WKC’s will align with their Career Lattice level as follows:

<table>
<thead>
<tr>
<th>Arizona Early Childhood Workforce Career Lattice (Lattice) Level</th>
<th>Arizona Early Childhood Workforce Knowledge and Competency (WKC) Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A</td>
<td>Professionals at Lattice Levels A to C are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 1</td>
</tr>
<tr>
<td>B</td>
<td>Professionals at Lattice Levels D to E are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 1</td>
</tr>
<tr>
<td>C</td>
<td>Professionals at Lattice Levels E to F are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 2</td>
</tr>
<tr>
<td>D</td>
<td>Professionals at Lattice Levels F to G are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 3</td>
</tr>
<tr>
<td>E</td>
<td>Professionals at Lattice Levels G to H are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 4</td>
</tr>
<tr>
<td>F</td>
<td>Professionals at Lattice Levels H to A are likely to have knowledge and skills that correspond with Core Competency Indicators at Level 5</td>
</tr>
</tbody>
</table>
Who Can Use the Arizona Early Childhood Workforce Career Lattice?

*The Arizona Early Childhood Workforce Career Lattice can be used by:*

- Professionals working directly with children birth through age 8 in schools, homes (including family, friend, and neighbor care settings), and center-based settings;
- Administrators working in schools, homes, center-based settings and other programs that support children birth through age 8;
- Coaches, mentors, Arizona Department of Education mentors, Smart Support consultants, child care health consultants, inclusion specialists, ECE independent consultants, surveyors, Department of Health Services licensing staff, supervisors, caseload managers, and others who guide those working directly with children;
- Professional development providers who design and implement training and coursework for professionals working with or on behalf of children birth through age 8;
- College and university personnel working with or on behalf of children birth through age 8.

How Can the Arizona Early Childhood Workforce Career Lattice Be Used?

*For Individualized Assessment of Placement on the Arizona Early Childhood Workforce Career Lattice—*

An individual may easily determine his/her own level on the Arizona Early Childhood Workforce Career Lattice as follows:

- Locate your highest level of education in the Education column of the Career Lattice (1st column);
- Locate your professional development and credit hours in the Credit Hours and Professional Development Hours column of the Career Lattice (2nd column);
- Locate your level of work experience in the Work Experience in Early Childhood column (last 3 columns);
- Locate the Lattice Level where all three intersect. This is your Career Lattice Level.

*As a Guide for Professional Development—*

As a guide for professional development goals, the Arizona Early Childhood Workforce Career Lattice provides a clear and simple way to set professional development goals. Professionals, on an individual level, and administrators, on both individual and program levels, may use the Career Lattice to set goals. Professional development providers may use the Career Lattice to guide the design and implementation of training and course work. Providers who wish to offer professional development for movement along the Career Lattice will be required to align each course to the Arizona Early Childhood Workforce Knowledge & Competencies.

*As a Tool to Document Progress—*

The Arizona Early Childhood Workforce Registry ([www.azearlychildhood.org](http://www.azearlychildhood.org)) is an online information system for the early childhood workforce that allows individuals to build a verifiable profile of education, certification, training, and employment that can assist participants, employers, and regulatory and accrediting agencies. The Arizona Early Childhood Workforce Career Lattice is a tool the Arizona Early Childhood Workforce Registry uses to document the progress of professionals regarding the necessary education, training, development, and experience necessary at each level.
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](http://www.azdhs.gov/als/childcare/index.htm) and [https://www.azdes.gov/](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.

<table>
<thead>
<tr>
<th>Education</th>
<th>Credit Hours and Professional Development Hours</th>
<th>Work Experience in Early Childhood¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school diploma or equivalent²</td>
<td>PLUS 6 credit hours in Early Childhood Education (ECE)³ or a related field⁴</td>
<td>Level A1</td>
</tr>
<tr>
<td>High school diploma or equivalent²</td>
<td>PLUS 90 clock hours⁵ of approved professional development⁶</td>
<td>Level B1</td>
</tr>
<tr>
<td>High school diploma or equivalent²</td>
<td>PLUS 3 credit hours in Early Childhood Education (ECE)³ or a related field⁴ plus 45 clock hours⁵ of approved professional development⁶</td>
<td></td>
</tr>
<tr>
<td>High school diploma or equivalent²</td>
<td>PLUS 12 credit hours in Early Childhood Education (ECE)³ or a related field⁴</td>
<td></td>
</tr>
<tr>
<td>High school diploma or equivalent²</td>
<td>PLUS 180 clock hours⁵ of approved professional development⁶</td>
<td></td>
</tr>
<tr>
<td>High school diploma or equivalent²</td>
<td>PLUS credit hours in Early Childhood Education (ECE)³ or a related field⁴ and approved professional development⁶ hours in one of the following combinations:</td>
<td>Level C1</td>
</tr>
<tr>
<td></td>
<td>o 3 credit hours plus 135 clock hours⁵ or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o 6 credit hours plus 90 clock hours or</td>
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<td></td>
<td>o 9 credit hours plus 45 clock hours.</td>
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</tbody>
</table>

¹ The Career Lattice empowers early childhood professionals to grow their skills as teachers of young children by providing a framework for them to follow.
<table>
<thead>
<tr>
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<th>Work Experience in Early Childhood¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school diploma or equivalent²</td>
<td>PLUS 24 credit hours in ECE³ or a related field⁴</td>
<td>Level D1</td>
</tr>
<tr>
<td>High school diploma or equivalent²</td>
<td>PLUS 360 clock hours⁵ of approved professional development⁶</td>
<td>Level D2</td>
</tr>
<tr>
<td>High school diploma or equivalent²</td>
<td>PLUS credit hours in ECE³ and approved professional development⁶ hours in one of the following combinations:</td>
<td>Level D3</td>
</tr>
<tr>
<td></td>
<td>o 3 credit hours plus 315 clock hours⁵</td>
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<tr>
<td></td>
<td>o 6 credit hours plus 270 clock hours</td>
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<td></td>
<td>o 9 credit hours plus 225 clock hours</td>
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<td></td>
<td>o 12 credit hours plus 180 clock hours</td>
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<tr>
<td></td>
<td>o 15 credit hours plus 135 clock hours</td>
<td></td>
</tr>
<tr>
<td>Current Child Development Associate (CDA) awarded by the Council for Professional Recognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate of Completion in Early Childhood Education³ or a related field⁴ from a community college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 College Credits</td>
<td>Including at least 18 credit hours in ECE³ or a related field⁴</td>
<td>Level E1</td>
</tr>
<tr>
<td>Associate degree in ECE³</td>
<td>INCLUDING at least 60 college/university credits with at least 18 credit hours in ECE or a related field⁴</td>
<td>Level E2</td>
</tr>
<tr>
<td>Associate degree in a related field⁴</td>
<td>PLUS 18 credit hours in ECE³ or a related field⁴</td>
<td>Level E3</td>
</tr>
<tr>
<td>Associate degree in any field</td>
<td>PLUS 18 credit hours in ECE³ or a related field⁴</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree in ECE³</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>INCLUDING at least 24 credit hours in ECE³ or a related field⁴</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>PLUS Current State of Arizona Provisional or Standard Teaching Certificate in one of the following:</td>
<td>Level F1</td>
</tr>
<tr>
<td></td>
<td>o Early Childhood Education (Birth-Age 8 or Grade 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Early Childhood Special Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Elementary Education with Early Childhood (Birth-Age 8/Grade 3) Endorsement.</td>
<td></td>
</tr>
<tr>
<td>Master’s degree in ECE³</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s degree</td>
<td>INCLUDING either 30 undergraduate credit hours or 18 graduate credit hours in ECE³ or a related field⁴</td>
<td>Level G1</td>
</tr>
<tr>
<td>Doctorate in ECE³</td>
<td></td>
<td>Level G2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>INCLUDING 30 graduate-level credit hours in ECE³ or a related field⁴</td>
<td>Level G3</td>
</tr>
</tbody>
</table>
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](http://www.azdhs.gov/als/childcare/index.htm) and [https://www.azdes.gov/](https://www.azdes.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).

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/](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](http://www.azearlychildhood.org)).

Early Childhood Education (ECE) degrees include the following (Additional fields will be considered on an individual basis. Please contact the Arizona Registry administrator for assistance.):

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 Studies
23. Early Childhood Teaching
24. Early Education Associate
25. Human Development in Early Childhood Education
26. Nursery Education
27. Preschool Education
28. Special Education Early Childhood Development
29. Special Education in Early Childhood
30. Teaching Child and Early Childhood Education
4 Related fields include (Additional fields will be considered on an individual basis. Please contact the Arizona Registry administrator for assistance.):

- 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

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 Credentials that are earned through a teacher preparation program certified by the Montessori Accreditation Council for Teacher Education (MACTE) and awarded by the American Montessori Society (AMS) or American Montessori Internationale (AMI). 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. Secondarily, 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.

**CEU** – Continuing Education Unit

**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 responsivity** – First Things First embraces cultural responsivity 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.  

**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.

**Early Childhood Education 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 experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance.  

**Evidence-based** – are programs that have been validated by documented and scientific research and the evidence has gone through a peer review process. Evidence is established through scientific research that has had a comparison between an intervention group and a control group where the intervention group has had a significant impact. Peer review means that someone external to the program or research team has reviewed the methodology and the findings to determine if standards were met.

**Evidence-informed** – is a program or service that has a clearly articulated theory of change (logic model) and has had some evaluation of the outcomes. This can be based on one program or service model that has been evaluated in multiple settings. An evidence informed program cannot be based on the evaluation of a program in only one setting, even if it has been done for many years in a community and everyone likes it.

**Integrated early childhood professional development system** - helps develop and retain a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals and crosses sectors serving early education professionals working in direct and non-direct service roles. Such roles may be in Head Start; for-profit and not-for-profit

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11 http://www.alliance.brown.edu/tdi/tl-strategies/crt-principles.html  
12 http://www.naeyc.org/GlossaryTraining_TA.pdf
child care programs in centers and homes; state prekindergarten programs in community-based and school-settings; public school programs; early intervention and special education services; resource and referral agencies; higher education institutions; state departments of education, licensing, health, and other early childhood education related departments.  

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).

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 see 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.14

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.15

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 NACCRA, 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 TA’s.

Training - a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program.16

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

14 http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/
16 http://www.naeyc.org/GlossaryTraining_TA.pdf
BUILD Arizona
Professional Development Workgroup

This second edition of *The Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards* is the result of thoughtful collaboration among many early childhood professionals in the First Things First Professional Development Workgroup (PDWG). The Workgroup consists of representatives from Child Care Providers, Institutes of Higher Education, State Agencies, and Professional Development Providers. We thank the Professional Development Workgroup for their assistance and support. For more information on the Professional Development Workgroup or to become a member please contact Dawn Wilkinson, Professional Development System Specialist at dawilkinson@azftf.gov.
References and Resources


National Board for Professional Teaching Standards http://www.boardcertifiedteachers.org/?gclid=CITamMXrq b4CFZJbfgodnQkAig

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%202013FINAL%20(1).pdf


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