

## EDUCATION STAFF QUALIFICATIONS

### POLICY:

In order to maintain the high quality of services provided to children and their families, the program will set specific criteria for education and experience required of all teaching staff. Each staff person hired as a teaching staff member will design and implement a comprehensive professional development plan, specifically related to job tasks, with assistance from the education managers. UMCHS will comply with the Head Start Performance Standards requirement that fifty percent of Center Base Teachers will have a Bachelor Degree or advanced degree in Early Childhood Education or a degree in a related field with coursework equivalent to a major in Early Childhood Education. Staff with related degrees will have at a minimum 24 quarter credits in child development/early childhood education. All Teachers employed by UMCHS will have a bachelor degree by September 30, 2013. In addition, UMCHS will comply with the Head Start Performance Standards that, as of September 30, 2013, all teaching assistants will hold at least a CDA credential or be enrolled in a program leading to an Associate degree or Bachelor's degree or be enrolled in a CDA credential program to be completed within two years. In addition, all staff designated as Head Teacher in licensed classrooms will comply with Oregon Child Care regulations.

Early Head Start Lead Teachers will have a Bachelor degree in ECE or related field with a minimum of 24 quarter credits in ECE (with an emphasis in infants/toddler) by September 30, 2013. All teachers (lead teachers or assistants) will have an Associate Degree in ECE or CDA infant/toddler credential by September 30, 2011. In addition, all degrees for those working in EHS will have a minimum of 9 quarter credits/6 semester credits that focus on infant/toddler content to include coursework in infant/toddler development and infant/toddler guidance.

Examples of Infant/Toddler coursework:

Guidance and Classroom management (birth to 8 years)  
Infant/Toddler Caregiving: Social Emotional Growth  
Infant/Toddler Caregiving: Learning and Development  
Infant/Toddler Caregiving: Culture, Family and Provider  
Child Development (birth to 8 years)  
Child/Family Literacy (birth to 8 years)  
Infant/Toddler Mental Health  
Human Development: prenatal-8 years

Lead Teachers will also meet Oregon Child Care regulations by obtaining a minimum of a Step 10 on the Oregon Registry.

All education supervisors will have a Bachelor degree in ECE or a related field by September 30, 2010.

### PROCEDURE:

All Child and Family Advocates, Family Educators, Teachers and Teacher Assistants will complete a professional development plan by their 4-month evaluation. The plan must meet program educational requirements and comply with guidelines set by agency requirements and Performance Standards.

Requirements are:

- All Child and Family Advocates, in a Center Base model or Combination model and Teachers in Full Day/Full Year programs will be hired into the position with an Associates Degree or better in

#### Early Childhood Education.

- All Early Head Start Teachers, Child and Family Advocates and Family Educators will be hired into their positions with an Associates Degree or higher in Early Childhood Education or a degree in a related field provided that they meet the experience requirements outlined in the job description. In addition, education staff with a degree in a related field must show documentation of the required ECE and experience or supervised student teaching in an Early Childhood Education setting.
- Child and Family Advocates and Family Educators must have training and experience in social services including home visiting and complete the SSCBT program (Social Services Competency Based Training.)
- Home visitors must have knowledge and experience in child development and early childhood education; the principles of child health, safety, and nutrition; adult learning principles; and family dynamics. They must be skilled in communicating with and motivating people. In addition, they must have knowledge of community resources and the skills to link families with appropriate agencies and services
- Head Start and Early Head Start teacher assistants must comply with educational requirements outlined above.
- All education staff must acquire and maintain a food handler's card, child and infant CPR, and first aid.

#### **To enroll in the CDA program, staff must:**

- Meet with the CDA advisor for an orientation to CDA
- Submit a statement of intent to enroll in the CDA training program or assessment process to their education supervisor utilizing the enrollment form
- Apply for the CDA application packet from the National CDA office in Washington, DC
- Follow procedures as outlined by the National CDA office utilizing the CDA Advisor as a resource, and apply to National CDA for credentialing and receive a CDA credential

**IDENTIFICATION OF RELATED FIELDS AND  
EARLY CHILDHOOD EDUCATION COURSE WORK**

The Administrative team of UMCHS, with input from the Staff Qualifications Committee, has determined the following education staff holding an Associates degree (or better) in a field other than Early Childhood Education, Family and Consumer Studies, Child Development and Child and Family Studies, will submit transcripts and course work description to the Associate Director of Administrative Services for review.

A committee which may include any of the following the Executive Director, the Associate Director of Administrative Services, the Education/Disabilities Director, and the Child Care Director will review transcripts and class descriptions to determine appropriate related degrees and coursework. The Executive Director must sign off on any determination.

Suggested “Related fields” determined by members of the Administrative Team of UMCHS are:

- Counseling and Psychology
- Elementary Education
- General Studies (with related field content)
- Human Development
- Human Services
- Interdisciplinary Studies
- Nursing
- Nutrition
- Psychology
- Social Work
- Sociology
- Liberal Studies
- Special Education (preschool or elementary level)

The list of related fields may be unlimited and the above list may not contain all fields which have course work relating to early childhood or family studies. Additional fields may be reviewed for content and appropriateness at the request of staff. Final determination will be made by members of the Administrative Team.

All Education staff possessing a related field degree must show documentation in transcripts and course description of the course work necessary to complete program requirements. The minimum of 24 quarter/18 semester hours in early childhood education may include the following:

- Course work for credit related to Early Childhood Education and linked directly to the age group with which the staff is working.

Language Development  
Creative Curriculum  
Child Abuse and Neglect  
Family and Child Relationships  
Curriculum Development  
Technology in the Classroom  
Motor Development  
Science and Exploration  
Music, Art and Creativity for Young Children

Literature for Young Children  
Working with Special Needs  
Feeding Relationships  
Foods and Nutrition  
Mathematics  
Social Services Competency Based Training (SSCBT)

- Three core courses with a minimum of 3 quarter credits each will be mandatory as part of or in addition to the required 24 quarter hours or 18 semester hours:  
Child Growth and Development (birth to five years old at a minimum)  
Guidance and Classroom Management  
Observation, Assessment and Recording
- Education staff providing social services for Head Start and Early Head Start families will need to be able to document Family Systems or Family Relationships coursework totaling at least 2 credits (e.g., SSCBT). This coursework is specific to education degrees only and will not count as required ECE coursework for staff who have received degrees in the fields of family services or social psychology.
- Before September 30, 2013, there will be a review of Professional Development Plans. Provisional decisions will be made individually for staff that are working toward, but have not completed their Bachelor Degree or completed early childhood classes.
- Upon review, staff who have not satisfactorily met requirements or whose coursework is determined to be inadequately completed can apply for openings within the agency for which they qualify (e.g. teacher assistant, associate teacher.) Upon completion of required degree or coursework, staff meeting the requirements may re-apply for teaching positions available.

Head Teachers will enroll in the Oregon Registry and obtain a minimum of a Step 10, demonstrating sufficient training and coursework in the required core knowledge categories according to the Oregon Registry criteria. Associate Teachers/Teacher Assistants will also enroll in the Oregon Registry.

### **PROFESSIONAL DEVELOPMENT**

Annually, each teacher and teacher assistant needs to attend not less than 24 hours of professional development with a minimum of 15 hours of training which must focus specifically on child development/education relating to the classroom for the age-group taught (infant/toddler or preschool children) in accordance with requirements set forth in the Head Start Act, Section 648a. Hours attending agency in-service workshops, college coursework, or approved external trainings may count towards the required 15 hours. It is the staff person's responsibility to ensure that documentation of professional development hours are sent to the Human Resources Assistant to be added to their individual career development file.

### **STAFF COMMITMENT TO AGENCY**

Teachers and teacher assistants who receive financial assistance from UMCHS to go back to school must work an additional three years or repay the program for the amount received. In the event staff does not work the required number of months because of involuntary termination, resignation, or layoff a prorated amount of the total financial assistance provided to achieve the designated status or degree will be repaid.

# CDA Credentialing Program

## The CDA Program

The Child Development Associate (CDA) program represents a national effort to credential qualified caregivers who work with children from birth to age 5.

These caregivers, Child Development Associated, demonstrate their ability to nurture children's physical, social, emotional, and intellectual growth in a child development framework. Some are center-based caregivers, others are family daycare providers, and still others are home visitors. The proof of their competence is the CDA Credential.

## What is a CDA?

A CDA is awarded to an individual who has successfully completed a CDA assessment and who has been awarded the CDA Credential. S/he is able to meet the specific needs of children and works with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework.

The CDA has demonstrated competence in the CDA competency goals through her/his work in a center-based, home visitor, or family daycare program. In addition, a person who has demonstrated bilingual competence is awarded a CDA with a bilingual specialization.

## The Center-based Credential

The center-based setting is a state-approved child development center where a Candidate can be observed working as a primary caregiver with a group of children. Candidates seeking a **preschool endorsement** are assessed working with children aged 3 - 5 years. Candidates seeking an **infant-toddler endorsement** are assessed working with children aged birth to 36 months.

## The Home Visitor Credential

The home visitor setting is an established program of home visits to families with children 5 years old or younger and to support parents in meeting the needs of their young children. In this setting, regular home visits are the primary method of program delivery.

## Bilingual Specialization

In addition, caregivers working in bilingual child care settings can also earn a CDA Credential with a Bilingual Specialization. The Bilingual Specialization is an extension of the existing credential. It acknowledges the unique skills required to work in bilingual childcare settings.

## Cost

Staff may apply to the Training Committee for payment of the cost for the Direct Assessment credentialing program.