

MARSICO INSTITUTE FOR EARLY LEARNING AND LITERACY

**Early Childhood Teacher
Preparation in Colorado:**
Connects and Disconnects

2009

Introduction

High quality instruction in early childhood education (ECE) classrooms is a key component for promoting positive outcomes for children in preschool programs. While the literature has identified a variety of teacher skills that contribute to improved child outcomes, reliable means of ensuring teacher quality across statewide systems remain elusive. Research often does not confirm the expected association between teacher formal education and child outcomes. This suggests that the structural qualities of a training and professional development system are an inadequate proxy for teacher quality, especially where the youngest children are concerned.

Instead, we may need to dig deeper into the content of various teacher preparation programs. For example, practicum experience in early childhood is especially vital since teaching the youngest learners is often more about “ways of being” than it is about specific content. Wide disparities in process features, such as pre-service practicum hours, may provide a more reliable explanation of some of the observed disconnects between teacher training and child outcomes.

To this end, this document describes Colorado early childhood teacher training programs across community colleges and four-year institutions, to identify points of entry for ECE professionals at both the associate (i.e., Associate of Arts, Associate of Applied Science, Associate of General Studies) and bachelor degree levels. This document is intended to pose questions more than answer them. In providing a description of the ECE training “landscape” we hope to introduce stakeholders to a critical issue in achieving higher quality early learning experiences for children.

Minimum Requirements in Colorado

It is important to note at the outset that the primary substance of this document refers to the *voluntary* pursuit of ECE formal education. Although the training and experience requirements for becoming Group Leader qualified will be increasing in May of 2010, currently in Colorado, college courses are not required to work in a licensed child care facility. When the changes take effect, they will only apply to Group Leaders (which by definition includes the proprietors of licensed family child care homes), and three of the eight available options for Group Leaders will still require no college courses, but have varying levels of experience required (See Attachment A).

Currently in Colorado, college courses are not required to work in a licensed child care facility.

We hold a neutral position on the relative merits of formal college education versus other models of ECE professional development. Rather, we use the college system as a focal point to uncover where the connects and disconnects may lie. The alignment and navigability of systems of training sends messages, intended and unintended, about the level of professionalism expected of ECE teachers and caregivers.

Coursework Articulation

The first critical issue we examined was the issue of *articulation* between associate ECE degrees and bachelor degree programs. A lack of articulation, or alignment between 2-year and 4-year institutions causes confusion for individuals with aspirations to teach in ECE, and disincentives to pursue further education and training. Preliminary investigation has shown that Colorado has

an ECE educator training system in place to meet the educational needs of ECE teachers at a variety of levels. The

A lack of articulation, or alignment between 2-year and 4-year institutions causes confusion for individuals with aspirations to teach in ECE, and disincentives to pursue further education and training.

community college system provides professionals with coursework that satisfies Colorado

Department of

Human Services minimum requirements for Group Leader qualifications (ECE 101 and 102) in a licensed setting. Colorado’s community colleges also provide professionals with access to course credits that confer varying levels of credentialing, offered by the Colorado Office of Professional Development. In addition, a statewide ECE teacher training articulation agreement has been established between specified Colorado community colleges and four-year institutions. Through this agreement, five community college level ECE courses (see Table 1, below) are guaranteed to articulate to four-year ECE licensure BA programs, which provide a P-3 (preschool through third grade) endorsement on a Bachelor-level teacher education program. Moreover, several other articulation agreements between regionally linked community colleges and four-year institutions offer programs in which students interested in pursuing licensure are able to begin their course of study at the community college level and complete their program at the four-year institution. The AGS program agreement between Metro State University and the Community College of Denver (CCD) is an example of one such program. Enrollment in the AGS program allows teachers in training to complete the first

two years of coursework at CCD, and enter Metro with junior year standing in the ECE licensure endorsement BA program.

However, despite an established statewide articulation agreement, an area of disconnect lies in the articulation of community college ECE course offerings other than the specified five into four-year degrees. Comparison of coursework guaranteed to articulate across degree programs, and coursework requirements across a handful of AA, AAS, and AGS programs, shows that a large percentage of required community college ECE coursework does not transfer to four-year programs (see Table 1, below). Actual coursework requirements vary by community college and by degree program, resulting in some programs offering AA programs in which all ECE classes

successfully transfer, and other programs requiring students to

A large percentage of required community college ECE coursework does not transfer to four-year programs.

enroll in coursework credit that will not necessarily be accepted by four-year institutions if they choose to further their education. Similarly, anecdotal reports have suggested a disconnect between community college credit offered for ECE professional development opportunities (e.g., trainings offered by the Colorado Department of Education, such as EQIT and Ounce Scale trainings) that do not transfer into BA programs. Discrepancies between the articulation of a majority of community college credit to BA programs raises concerns about financial and time-related disincentives to ECE educators interested in advancing their professional knowledge. Ensuring teachers receive a high quality professional education, and

rewarding their efforts to further their professional capacity by fully aligning higher education opportunities, supports

continuing education among ECE professionals, in turn improving classroom quality.

TABLE 1. Elements of Articulation: Connects and Disconnects

<p>The five courses guaranteed to articulate into a four-year BA degree:</p> <ul style="list-style-type: none"> - ECE 101 (Intro to EC Profession) - ECE 102 (EC Profession Lab Experience) - ECE 205 (Nutrition, Health and Safety) - ECE 238 (Child Growth and Development, 0-12) - ECE 241 (Human Relations)
<p>Required two-year degree coursework that does <i>not</i> articulate into the BA level:</p> <p>AA (Group Leader Qualification)</p> <ul style="list-style-type: none"> - ECE 103 (Guidance Strategies for Children) - ECE 220 (Curriculum Development: Methods and Techniques) <p>AAS (Group Leader; Director)</p> <ul style="list-style-type: none"> - ECE 103 (Guidance Strategies for Children) - ECE 220 (Curriculum Development: Methods and Techniques) - ECE 108 (The Assessment Process in ECE) - ECE 188, 288 (Supervised Student Practicum/Seminar) - ECE 240 (Administration of Early Childhood Care and Education Programs) - ECE 256 (Working with Parents, Families, and Children) - ECE 228 (Language and Literacy- elective, Aims req.) <p>AGS (e.g., CCD-Metro articulation agreement program)</p> <ul style="list-style-type: none"> - ECE 111 (infant and toddler theory and practice- elective CCD) - ECE 260 (exceptional child) - LIT 225 (Children Literature) <p>* Note: This list represents a sampling of AA/AAS/AGS program coursework requirements, and is not a comprehensive collection of all AA/AAS/AGS programs and their range of variability across Colorado.</p>

In sum, despite increasing efforts to establish statewide as well as regional articulation agreements, remaining Associate-Bachelor disconnects cause disincentives for Associate-level ECE teachers to pursue the higher degree. Although community colleges in Colorado are “open access” for high school graduates or GED-holders, the assumption is that if an individual passes their coursework and degree at the Associate level, this should serve as a substitute for the freshman-level admissions process at a 4-year institution.

Practicum Experiences

In addition to discrepancies between Associate-Bachelor degree articulation, differences were also observed between pre-service field-based experience requirements. While all students at either level are required to participate in at least one field-based experience for course credit, the range between the amount required by the Associate degree programs and BA programs is remarkable: Participation in a community college ECE teacher

preparation program requires a minimum 60-hour (i.e., 1.5 full-time weeks) field-based experience. Additional practicum experiences are also associated with other coursework offerings, however, a specific figure remains unclear at this point. In comparison, state-accredited BA teacher training programs require teachers to engage in 800 hours (i.e., 20 full-time weeks) of pre-service classroom experiences in a variety of placements (e.g., working with children of different ages, abilities, and socioeconomic statuses).

While a difference between Associate and Bachelor-level degrees is expected at least in terms of duration of the programs, the disparity observed here far exceeds

Colorado Associate-level ECE degrees require 1.5 full-time weeks of field experience; Bachelor-level programs require 20 full-time weeks. This difference far exceeds proportionality of the two-year program duration difference.

proportionality. Furthermore, this discrepancy calls into question the amount of opportunity teachers in Associate-

level programs have to hone their teaching skill before entering the classroom. Pre-service experience represents an essential component for improving teacher quality and confidence, particularly upon first entering the work force. Given that the BA degree is not only optional but possibly discouraged for Associate's degree holders, the disproportionately small amount of classroom experience required at the Associate level sends the unintended message that practical experience for ECE teachers entering the work force at a relatively high level of formal education (since an Associate's degree is not required for Group Leader) is devalued. While it is presumably in our best interests to "grandfather in" highly experienced

teachers with or without formal degrees, we ultimately want to send the message that the highest levels of professional credibility, i.e., those associated with college courses if not formal degrees, provide incentives for and give equal status to *both* classroom learning and real-world application.

An additional question surrounding practicum experiences for teachers-in-training lies in identifying the quality of field-based settings. Providing teachers-in-training with high quality practicum settings supports their professional growth, and provides them with exposure to effective practice-based tools to implement in the classroom upon program completion. Clearly, there is a relationship between the quality of the ECE teacher preparation system, and the existence of an adequate number of settings that exhibit ideal practice from which teachers-in-training can learn. It could be that part of what holds Colorado back from implementing a higher proportion of practicum requirements at the Associate degree level is the lack of enough settings in which best practices are known to be implemented. Currently, there are no standards in place for field settings.

Community college students may achieve their practicum hours at their place of work, or, if they do not currently have a job in the field, are ascribed the responsibility of finding a location or multiple locations to complete their field experience hours. Stakeholders in the community college system in Colorado are currently working on establishing standards for field settings.

Students may achieve their ECE practicum hours at their place of work, or must find a location. Stakeholders in the community college system are currently working on establishing standards for ECE field settings.

Performance Standards

Another important consideration to ensure a seamless system of teacher training and professional expectation at all levels of professional instruction lies in comparing different state-established standards for teacher performance. Generally, performance standards refer to expectations of a professional position at the point of training completion. These reflect minimum core competencies that expert teachers, instructors, and researchers jointly determine are necessary before satisfactory job performance can be expected.

ECE lies at an intersection between formal elementary education and what is traditionally considered child care, and as such, must integrate the central aims of each domain into performance standards (e.g., academic instruction from the elementary education; support for whole child development from ECE). The world of ECE in Colorado has two distinct, but overlapping sets of performance standards. One is put forth by the Colorado Department of Education (CDE) and is entitled the *Colorado Performance Based Standards for Teacher Licensure and Endorsement* (referred to here as CDE Standards), and the other is put forth by the Colorado Office of Professional Development (OPD) and is entitled the *Colorado Core Knowledge Standards* document (referred to here as OPD Standards)(see Table 2, below). The CDE Standards offer a set of overarching performance-based teacher competencies across the ECE-12th grade education continuum, and establish specified standards for specific areas of endorsement, of which ECE is one. Thus,

the CDE Standards for ECE are those which the state posits as the expectations for Bachelor-level licensed teachers with an ECE endorsement. The OPD Standards represent expectations for teachers at the OPD credential Levels 1 and 2 (i.e., Group Leader and Group Director qualifications, respectively). While there are considerable connections between both the CDE-ECE and OPD Standards documents, the CDE Standards represent teacher expectations on a more global level, with an emphasis on promoting domain-related knowledge, whereas the OPD Standards offer instructors applied standards and activities, and highlight the ECE professional's role in facilitating healthy child growth across all developmental contexts including the family and community. Some differences are to be expected considering the widely different levels of formal education associated with each set of standards, however, the discrepant emphases raise several additional questions, such as: How are these differences manifested within the classroom? Should mastery of the CDE Standards imply that mastery of the OPD Standards has already been achieved? Lastly, and most importantly, how does each variation affect the promotion of positive child outcomes?

Performance standards set minimum expectations for professional competencies once training is complete. Disconnects across higher education, child care licensing, and professional development bodies in performance standards can cause "side-by-side" teacher differences with unknown effects on children.

TABLE 2. **Standards Comparison**

CDE Standards for the ECE Endorsement	OPD Standards for Group Leader and Center Director
<ul style="list-style-type: none"> • Knowledge of Literacy • Knowledge of Mathematics • Knowledge of Assessment • Knowledge of Content (e.g., civics, economics, social studies, geography) • Knowledge of Classroom and Instructional management • Knowledge of Individualization of Instruction • Knowledge of Technology • Democracy, Educational Governance and Careers in Teaching 	<ul style="list-style-type: none"> • Child Growth and Development • Health, Nutrition, and Safety • Developmentally Effective Approaches • Guidance • Family and Community Relationships • Cultural and Individual Diversity • Professionalism • Administration and Supervision

The emphasis on whole-child, developmentally appropriate practice decreases even more for the standards at the elementary level endorsement, which covers grades K-6. The elementary (K-6) and ECE (P-3) Bachelor-level endorsements overlap for four grades (K, 1, 2, and 3) during which developmentally sensitive instruction is a key part of best practice. Moreover, although ECE-endorsed teachers are not endorsed to teach 4th-6th grades, elementary-endorsed teachers may teach in preschool, and are often deployed to do so. While a decreasing emphasis on a developmental

approach is reasonable given the increasing ages of students involved, it can create

The Bachelor-level K-6 license performance standards lack a strong focus on whole-child development. Yet, elementary licensed teachers are allowed to teach in ECE settings and are often deployed to do so.

inconsistencies of philosophy and approach across ECE teachers in the same classroom, or worse, it may do a

disservice to the 3-5 year-old children who are taught by teachers with inadequate knowledge and experience in that developmental range.

Variation Across Same-Level Programs

Thus far, this document has primarily addressed inconsistencies across program features at *different* levels of formal education (e.g., Associate vs. Bachelor). However, another significant challenge in establishing greater alignment are the considerable differences that exist across programs within the *same* level of education. Programs to prepare ECE teachers at community colleges are guided by a set of standards prepared by the Colorado Office of Professional Development, but no required oversight by a state agency is in place to review the quality of these programs or to ensure compliance with standards. As a result, there is considerable variation across community colleges and different ECE degrees at the Associate level (AA, AAS, AGS) in program requirements. In general terms, the AA is considered to be the two-year version of a liberal arts degree with an emphasis in ECE; the AAS

is considered to be the “vocational” version and terminal degree, and the AGS is the degree choice that fully articulates into junior standing at participating four-year institutions. Respectively, these rank third, first, and second, in terms of how many ECE-specific courses are required, the rationale presumably being that the terminal degree requires the highest degree of specialized course work since there will be no further pursuit of college education. Once again, however, these differences raise questions about how students navigate the available choices, what levels of ECE knowledge and experience are associated with each, and whether these distinctions “map on” to a progression that consistently trains ECE

teachers and encourages their future professional development.

All four-year institutions offering teacher education, including ECE teacher education, must be reviewed and reapproved every five years by the Colorado Department of Education and the Colorado Department of Higher Education. No such oversight or review exists at the state level in Colorado for two-year institutions, either for certificates or degree programs in ECE. Instead, invested stakeholders such as community college leadership and the Office of Professional Development forge ahead to create their own checks and balances and the most alignment possible.

Summary and Conclusions

Connects

- Coursework and certificate programs that satisfy Group Leader and Director training according to the child care licensing body, the Colorado Department of Human Services, exist at several community colleges in Colorado.
- Course numbers and course descriptions for the same course are consistent across two-year institutions providing ECE training.
- Community colleges and the Office of Professional Development provide counseling to students to help them navigate which courses of study are required for their chosen ECE path.
- A statewide Associate-to-Bachelor articulation agreement exists, which guarantees that five ECE courses taken at a community college will transfer as credit at a four-year institution.
- Some regional agreements exist that allow Associate's degree holders to enter with junior standing at a four-year institution.
- Some field experience is required (whether through coursework or employment) for all Group Leader teachers.
- Developmentally appropriate practice is a core value for ECE training across the licensing body, the Office of Professional Development, community colleges, and four-year institutions.

Disconnects

- Other than the five guaranteed courses and the few regional, full-degree articulation agreements, most Associate-level ECE coursework does not articulate to four-year institutions, discouraging Associate's degree holders from pursuing higher education.
- Differences across two-year institutions and degrees but within the same level (Associate) in ECE-specific courseloads cause confusion for students and inconsistent training for teachers.
- Associate-Bachelor differences in required field experience hours far exceed proportionality, raising questions about whether entry-level Associate ECE teachers have enough opportunity to apply their knowledge in a real setting.
- There are too few choices for high-quality ECE field settings and currently no standards for settings where community college students can satisfy their field placement requirements.
- Performance standards for BA-level ECE teachers vs. those meeting minimum requirements to work as a Group Leader in a licensed setting differ not just quantitatively, but qualitatively as well, raising questions about whether there ought to be different standards for teachers in the same classroom, and how such differences may impact children.
- The elementary and ECE BA-level licensure endorsements overlap for four years of early childhood (K-3rd grade), but the elementary standards de-emphasize whole-child developmental strategies.
- Although four-year institutions have statewide oversight and review, the community colleges have no similar system.

This initial investigation has shown that Colorado has a foundation of community colleges and four-year institutions, often working in collaboration, to provide ECE teacher training to current and aspiring ECE professionals. The current system of training provides opportunities for ECE educators to meet a variety of professional standards and credential levels. Currently, college courses, much less actual degrees, are voluntary for anyone working with preschool children lower than the Group Leader or Head Teacher level. As of May 2010, new standards will make it more likely that increasing numbers of Group Leader qualified teachers will have taken two college courses (usually ECE 101 and 102), although a few options will remain for which experience or various certificates can be substituted. Other considerations, beyond the scope of this initial inquiry, lie in understanding differences in the quality of coursework instruction and field experiences students are required to complete across AA/AAS/AGS and BA degrees. Although the community college system does not have statewide oversight similar to what four-year institutions have, the involved leadership have worked hard to create a system of collaboration and alignment that works well to meet a

variety of ECE training needs in Colorado.

In the big picture, cultural ambivalence about where ECE teaching lies on the vocation-profession continuum undoubtedly underlies the disconnects we found. Due to the large proportion of children living with working parents and recent research demonstrating the positive as well as harm-mitigating impacts of high-quality early learning experiences, individuals who work or aspire to work with 0-5 year-olds now find themselves in an unexpected position. They hold our nation's best hope for preparing children in non-parental care for school, providing appropriate experiences during the fastest and most significant period of brain development across the human life span, and buffering the negative effects of poverty that increasing numbers of preschoolers experience. The status of Colorado's current training system reflects our nationwide unpreparedness to meet these challenges. Increasing the ease of navigability, attractiveness, and quality of higher education for ECE teachers could contribute to improved teacher quality in the classroom, and a clearly delineated ladder for professional growth that has the potential to elevate the status of the ECE workforce.

Note: The research and initial draft of this document were completed by Mariarosa Gasbarro, under the supervision of Virginia Maloney. Questions about the information contained here should be directed to Drs. Virginia Maloney (virginia.maloney@du.edu) or Amanda Moreno (amanda.moreno@du.edu), Director and Associate Director of the Marsico Institute for Early Learning and Literacy.

Colorado Teacher Training:

Tiers of Teacher Training

Group Leader Qualifications	
Agency Granting Professional Recognition	Colorado Department of Human Services (CDHS)
Professional Qualification	Qualified to serve as a classroom lead teacher in private preschool and early care centers.
Education Considerations	Minimum 2 ECE classes (typically ECE 101 & 102); however, a wide range of new qualifications and requirements are effective, as of May 2010. (See Attachment A)
- Required training	
- Where training is provided (Community College vs. 4-yr institution)	Community College and 4-year Institutions
- Which agency approves program/sets education program standards	
Level 1 Credential	
Agency Granting Professional Recognition	Colorado Office of Professional Development (OPD)
Professional Qualification	Equivalent to Group Leader; qualified to serve as a classroom lead teacher in private preschool and early care centers. (See Attachment C)
Education Considerations	
- Required training	2 Early Childhood Education Classes (ECE 101 & 102)
- Where training is provided (Community College vs. 4-yr institution)	Community College and 4-year Institutions
- Which agency approves program/sets program standards	Community colleges create coursework and degree requirements, OPD and community colleges work collaboratively to ensure coursework aligns with Colorado Core Knowledge Standards.
Center Director Qualifications	
Agency Granting Professional Recognition	CDHS
Professional Qualification	Qualified to serve as private preschool or early care center director/administrator
Education Considerations	
- Required Training	8 ECE Courses (See Attachment B)

- Where training is provided (Community College vs. 4-yr institution)	Community College and 4-year Institutions
- Which agency approves program/sets program standards	
Level 2 Credential	
Agency Granting Professional Recognition	OPD
Professional Qualification	Equivalent to center director; qualified to serve as preschool or early care center director/administrator in non public school settings (See Attachment C)
Education Considerations - Required Training	8 ECE classes (See Attachment B)
- Where training is provided (Community College vs. 4-yr institution)	Community College and 4-year Institutions
- Which agency approves program/sets program standards	Community colleges create coursework and degree requirements, OPD and community colleges work collaboratively to ensure coursework aligns with Colorado Core Knowledge Standards.
ECE Licensure Endorsement	
Agency Granting Professional Recognition	Colorado Department of Education (CDE)
Professional Qualification	Teachers with ECE licensure endorsements are qualified to teach in public school Preschool-3 rd grade classrooms.
Education Considerations - Required training	A. Completing a teacher preparation BA program with an ECE concentration offered by a regionally accredited 4-year institution, and passing PLACE II exam; B. Completing a regionally accredited teacher preparation BA program (without an ECE concentration), satisfying CDE ECE endorsement coursework requirements (see Attachment D), and passing PLACE II exam.

- Where training is provided (Community College vs. 4-yr institution)	Must graduate from a 4-year institution; however, may initially enroll in a community college to complete up to 35 general education credits, 16 ECE guaranteed articulation credits (see Table 1), 3 public speaking coursework credits, and up to 6 “free elective [credits] determined by transferring institution.” (Total of 60 transfer credits)
- Which agency approves program/sets program standards	CDE, Colorado Department of Higher Education (CDHE)
Elementary Licensure Endorsement	
Agency Granting Professional Recognition	CDE
Professional Qualification	Teachers with elementary licensure endorsements are qualified to teach in public and private K-6 classrooms.
Education Considerations	A. Completing a teacher preparation BA offered by a regionally accredited 4-year institution with an elementary education concentration, and passing both PLACE and Praxis exams B. Completing a regionally accredited teacher preparation BA program (without an elementary education concentration), satisfying CDE elementary education endorsement coursework requirements (see Attachment E), and passing PLACE and Praxis exams.
- Required training	
- Where training is provided (Community College vs. 4-yr institution)	Must graduate from a 4-year institution; however, may initially enroll in a community college to complete guaranteed articulation credits including: up to 35 general education credits and 6 education credits (EDU 221: Intro to Education and PSY 238: Child Development). (Total of 41 transfer credits)
- Which agency approves program/sets program standards	CDE, CDHE

The table above displays the different types of qualifications, credentials, and licensure endorsements available to ECE teachers in Colorado. While Colorado Department of Human Services (CDHS) Group Leader and Director qualifications are directly connected to Colorado Office of Professional Development (OPD) Level 1 and 2 credentials, respectively, they are listed individually to highlight any differences between CDHS and OPD requirements. Specifically, communications with OPD have brought to light a disconnect between OPD Level 1 credential requirements and CDHS Group Leader

qualifications: new CDHS regulations require ECE educators to pass ECE 101 and any other ECE course; whereas, OPD Level 1 requirements mandate completion of ECE 101 and ECE 102, specifically. ECE 102 remains a requirement for obtaining an OPD Level 1 credential due to the valuable field-based lab experience students must complete for course credit, a course requirement absent from the majority of ECE offerings at the community college level.

Teachers with Group Leader qualification do not receive a tangible letter or certificate denoting this distinction, but rather, Group Leader qualification is reflected in teachers' personnel files maintained at the ECE center of their employment. Conversely, acquiring Center Director qualification results in obtaining a CDHS issued letter, stating the specified candidate has met Center Director qualifications. On the other hand, all levels of OPD credentialing are recognized with issuance of an official certificate commemorating a candidate's successful fulfillment of credential requirements. Additionally, the credential certificate is signed by CDHS executive director, Karen Beye, and OPD director, Kathleen Stiles.

Attachment A

Colorado Department of Human Services
New Group Leader Qualification Requirements

All college course work must be from a regionally accredited college or university.

7.702.54 Qualifications for other staff members [Rev. eff. 4/23/09]
Group Leader
Must meet ONE of the following (from A—I options)

A—I Options	Degree or college course requirement	Experience Requirement
A. A Bachelor's (4 year) degree	As of 5/30/2010, Degree must be in Early Childhood Education, Elementary Education, Special Education, Family and Child Development or Child Psychology. If in an unrelated field, ECE 101 and another ECE class must be taken	No additional experience required
B. An Associate's (2 year) degree	Degree in child development or early childhood education.	No additional experience required
C. Current certification as a Child Development Associate (CDA) or Certified Child Care Professional (CCP) or other Department approved credential	No college course work required	No additional experience required
D. Completion of two (2) years of college education (60 semester credit hours) with at least 1 college course in child development.	One college course in Early Childhood Education	910 hours of <u>verified</u> experience <i>in the care and supervision of four (4) or more children under six (6) years of age who are not related to the individual.</i>
E. Twelve (12) semester hours in college-level credits	College courses in child growth and development and/or ECE	9 months (1395 hours) of verified experience <i>as noted in D.</i>
F. Completion of a course of training approved by the Department that includes training and work experience with children.	No college course work required.	Defined by the Department
G. Completion of a vocational or occupational education sequence in child growth and development.	No college course work required.	12 months (1820 hours) of verified experience <i>as noted in D.</i>
H. This option will NOT be available after May 30, 2010.	No college course work required.	Thirty-six (36) months (5460 hours) of verified experience <i>as noted in D.</i>
I. A current Colorado Level I credential OR Two (2) 3 credit college courses with one course being Intro to ECE.	Two (2) 3 credit Early Childhood college courses with one being Intro to ECE OR have a current Colorado Level I credential	Twenty-four (24) months (3640 hours) of verified experience <i>as noted in D.</i>

Attachment B**Colorado Department of Human Services
Director Qualifications**

- A) BA or MA from a regionally accredited university with major emphasis in child development, early childhood education, early childhood special education, or elementary education including minimum 24 hours of course work (see **a-h**, below), and 12 months (1,820 hours) of verified experience working with children in a child development program.
- a. Introduction to Early Childhood Professions
 - b. Introduction to Early Childhood Lab Techniques
 - c. Guidance Strategies for Children
 - d. Health, Nutrition, and Safety
 - e. Administration of Early Childhood Care and Education Programs
 - f. Administration: Human Relations for Early Childhood Professions
 - g. Methods and Techniques of Teaching the Preschool-Age Child
 - h. Early Childhood Growth and Development
- B) An associate degree in child development or early childhood education from a regionally accredited community college, including the 24 hours of coursework listed above (a-h), and 12 months (1,820 hours) of verified experience working with children in a child development program.
- C) Holding a letter for director qualifications from the CDHS granted prior to January 1, 2002, completing the 24 hours of coursework listed above (a-h), and 2 years (3,640 hours) of verified experience working with children in a child development program, half of which may have been experienced through work in a home-based care provider or with school-aged children.

Attachment C

Office of Professional Development Credentials Chart

EARLY CHILDHOOD CAREERS

The following chart represents various careers in the early childhood field. The job titles listed under each credential and degree level correspond with the traditional education required for the designated profession. This matrix is a survey of careers and is not exhaustive.*

LEVEL I CREDENTIAL	LEVEL II CREDENTIAL	LEVEL III CREDENTIAL	LEVEL IV CREDENTIAL	LEVEL V AND VI CREDENTIAL
2 EARLY CHILDHOOD COLLEGE CLASSES	8 EARLY CHILDHOOD COLLEGE CLASSES	ASSOCIATES DEGREE IN EARLY CHILDHOOD OR RELATED FIELD	BACHELORS DEGREE IN EARLY CHILDHOOD OR RELATED FIELD	MASTERS OR DOCTORATE IN EARLY CHILDHOOD OR RELATED FIELD
<p>Qualified to work as:</p> <ul style="list-style-type: none"> • Early Childhood Lead Teacher (Group leader) • Early Childhood/Child Care Teaching Assistant • Family Child Care Provider • Head Start Teacher • Developmental Intervention Assistant I • School Age Program Teacher • Nanny/Au Pair 	<p>The previous list plus:</p> <ul style="list-style-type: none"> • Early Childhood Center Director/Program Administrator • Infant Toddler Specialist • Mentor Teacher • Pre-K Teaching Assistant • School Age Program Coordinator 	<p>The previous lists plus:</p> <ul style="list-style-type: none"> • Head Start Lead Teacher • Pre-K Lead Teacher • Parent Educator • Home Visitor • Nurse Home Visitor • Developmental Intervention Assistant II 	<p>The previous lists plus:</p> <ul style="list-style-type: none"> • Child Development Specialist • Literary Coordinator/Reading Specialist • Child Advocate/Lobbyist • Child Life Specialist/Coordinator • Consultant/Trainer • Development/Education Specialist • Family Outreach Coordinator • Nutritionist • Pre-K Teacher in Public School • Primary School Teacher • Child Care Resource and Referral Specialist • Early Childhood Adult Educator/Trainer • Early Childhood Coach/Mentor • Head Start Training and Technical Assistance Specialist • Child Care Resource and Referral Director/Coordinator • Quality Improvement Manager • Child and Youth Services Specialist • Adoption Specialist • Early Childhood Curriculum Coordinator/Specialist • Early Intervention Coordinator • Early Childhood Special Educator • Assistive Technology Practitioner/Rehabilitation Engineer • Social Worker • Developmental Intervention Assistant III 	<p>The previous lists plus:</p> <ul style="list-style-type: none"> • Child Psychologist • Marriage and Family Therapist • Child Development Specialist • College/University Professor • Community College Instructor • University Cooperative Extension Agent • Early Childhood Mental Health Consultant/Specialist • Early Childhood Research Analyst • College or University Early Childhood Program Director • Inclusion Coordinator • Early Childhood Research Scientist • Speech Language Pathologist • Early Intervention Director • Physical Therapist • Occupational Therapist • Recreational Therapist • Audiologist • Special Education Specialist (Visually Impaired or Deaf/Hard of Hearing) • Child Health Associate • Licensed Professional Counselor

*Each job was matched with education requirements as identified through available point in time information/research. Education qualifications for jobs are subject to change.

Attachment D

Colorado Department of Education
ECE Licensure Endorsement Requirements

Evaluation For Early Childhood Education 8.01

Name

Date

The requirements must be met to add an endorsement in the content area of Early Childhood Education.

The licensed candidate must provide documented evidence of:

- ✓ 24 semester hours (sh) of college coursework, professional development, and/or documented work experience(s) in the areas listed below – which may include:
 - No more than 6 sh of documented work experience: i.e. a maximum of 6sh of credit will be awarded based on professional development in the areas listed below.
 - A minimum of 3 sh of coursework is required in each of the areas listed below.
- ✓ Passing score on the Early Childhood Education Place exam (#02).

- | | | |
|---|-------|-------|
| (1) Early Childhood Development | _____ | _____ |
| (2) English – Comp & Literacy
<i>*Must include English Composition and English Literature</i> | _____ | _____ |
| (3) Math | _____ | _____ |
| (4) Natural Sciences | _____ | _____ |
| (5) Social Studies
<i>*Must include Civics or American History.</i> | _____ | _____ |
| (6) Arts/Humanities | _____ | _____ |
| (7) Physical Education/Health | _____ | _____ |
| (8) Technology | _____ | _____ |

Attachment E

Colorado Department of Education
 Elementary Education Licensure Endorsement Requirements

Evaluation for Elementary Education 8.02

Name _____ Current License and endorsement _____

The requirements must be met to add an endorsement in the content area of Elementary Education.

The licensed candidate must provide documented evidence of:

- ✓ 24 semester hours (sh) of college coursework, professional development, and/or documented work experience(s) in the areas listed below – which may include:
 - No more than 6 sh of documented work experience: i.e. a maximum of 6sh of credit will be awarded based on professional development in the areas listed below.
 - A minimum of 3 sh of coursework is required in each of the areas listed below.
- ✓ Passing score on the Elementary Education Place exam (#01) or the Praxis II exam (#10014).

<i>(1) English – Composition</i>	_____	_____
<i>(2) Literacy</i>	_____	_____
<i>(3) Math</i>	_____	_____
<i>(4) Natural Sciences</i>	_____	_____
<i>(5) Social Studies</i> <i>*Must include Civics or American History</i>	_____	_____
<i>(6) Arts/Humanities</i>	_____	_____
<i>(7) Physical Education/Health</i>	_____	_____
<i>(8) Technology</i>	_____	_____

Attachment X
Performance Based Standards For Teacher Licensure:
Early Childhood Education Licensure Endorsement

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decompressor
are needed to see this picture.

Attachment X Continued

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Attachment X Continued

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Attachment X Continued

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Attachment Y
Performance Based Standards For Teacher Licensure:
Elementary Education Licensure Endorsement

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