COMPETENCIES SECTION

- Do competencies exist for the teaching role in early childhood education?
  - Is there one set of competencies for teachers of children birth through age 8?
  - If yes, are all teachers across all settings (licensed and unlicensed child care; family child care; state pre-K; elementary school) expected to meet them?
  - If no, what are the divisions?
    - infant/toddler?
    - Pre-K?
    - K-3?
    - 0-5?
  - Do they differ by setting; i.e., are there different competencies for family child care providers, licensed child care centers, QRIS participants, etc.?
  - When were the competencies established / updated? Is there a schedule for revision and updating?
  - What agency(ies) created them?
  - Who approves, maintains, and conducts reviews?
  - What is involved in the “review” process?

- Are there competencies for assistant teachers/paraprofessionals?
  - Who is expected to meet these competencies? Are those expectations monitored?
    - Assistant teachers/paraprofessionals in child care programs?
    - Assistant teachers/paraprofessionals in elementary schools?
Assistant teachers/paraprofessionals in family child care programs?

- How are these competencies implemented?
  - Are they aligned with state-based credentials or certificates?
  - Are they aligned with higher education degree coursework?
  - Are they embedded in the training or trainer approval process?
  - Are they embedded in the state higher education approval process?

- Are there current or planned efforts in the state to revise competencies?
● Is an individual level licensing required for teachers?

○ For what settings?
  ■ Elementary
  ■ Licensed child care centers
  ■ Licensed family child care
  ■ Only for those receiving state pre-K funding? Or QRIS funding?

○ Is there an early childhood license for educators teaching in public / charter schools?
  ■ What age range or grades are covered in this license?
  ■ Are there specializations such as special ed or DLL?
  ■ What exam must applicants complete to earn this license?
  ■ What are the educational requirements for earning this license?
  ■ What agency (ies) is responsible for issuing individual license?
  ■ Is student teaching experience required?
    ● For what setting?
    ● For what age span?
  ■ Under what conditions can this license be revoked?
  ■ Is this data stored and tracked in a database? Is some of this data public facing?
  ■ How often are requirements reviewed? What is the review process? Who is responsible?

○ Is there an elementary education license for teachers teaching in public / charter schools?
  ■ What age range or grades are covered in this license?
  ■ What exam must applicants complete to earn this license?
  ■ Are there specializations such as special ed or DLL?
  ■ What are the educational requirements for earning this license?
  ■ What agency (ies) is responsible for issuing individual license?
- Is student teaching experience required?
  - For what setting?
  - For what age span?

- Under what conditions can this license be revoked?

- Is this data stored and tracked in a database? Is some of this data public facing?

- How often are requirements reviewed? What is the review process? Who is responsible?

**What agency(ies) / body(ies) approves ECE and elementary preparation programs that prepare graduates for the state teaching license?**

- Is there a governing board? If so, what is the name? What governance powers do they have, and over whom (universities, college, only public, including private?)

- What agency(ies) sets the content requirements?

- Is higher education accreditation required for state approval? If so, what accreditors are approved by the state?

- Does the state monitor preparation program effectiveness?

- Is alignment with the ECE competencies a requirement for state approval?

**What agency(ies) or organizations approve early childhood or child development degree programs that DO NOT prepare graduates for the state teaching license?**

- Is there a governing board? If so, what is the name? What governance powers do they have, and over whom (universities, college, only public, including private?)

- What agency(ies) sets the content requirements?

- Is higher education accreditation required for state approval? If so, what accreditors are approved by the state?

- Does the state monitor preparation program effectiveness?

- Is alignment with the ECE competencies a requirement for state approval?

**What, if any, other optional licenses/certifications/endorsements exist?**
• **What role does QRIS play?** (Example: Higher rating for licensed teachers?)

• **Are there any supports for candidates who may face barriers attaining credentials?**

• **How is professional experience or demonstration of competencies recognized through the licensing process?**

• **Does the state require an induction period?** What does it entail? How long is it?

• **What agency(ies)/body(ies) have oversight of recertification?**
PREPARATION SECTION

INITIAL PREPARATION

● What is the minimum educational requirement for teachers in:
  ○ Licensed child care centers / with public PreK funding / in QRIS?
  ○ Elementary schools?
  ○ Family child care programs?
    ○ NOTE: Options may include, but are not limited to:
    ○ Less than / more than 80 hours of training on specific topics
    ○ CDA / ECE state credentials
    ○ AA / BA (certain subject?)

● How are education standards included and embedded in state policy beyond the minimum?
  ● Is it embedded in the state’s licensing system? In the QRIS?
  ● What are the incentives to participate?
  ● What is the proportion of programs across settings at various levels within the QRIS?

● Which institutions in the state prepare teachers of children up through 3rd grade?
  ○ AA / BA / Masters programs / Doctoral programs
  ○ In which departments are preparation programs located in these institutions?
  ○ What institutions offer CDA and/or allow the CDA to transfer for a number of credits toward an AA or BA? If so, how many?

● Is a practicum or student teaching required for an AA? For a BA?
  ○ In what setting(s)? With what age span?

● Does the state require articulation agreements between 2-year and 4-year ECE degree programs in state colleges and universities?
  ○ Yes, and it impacts all state funded 2-year and 4-year ECE degree programs
  ○ Yes, and it impacts some 2-year and 4-year ECE degree programs
○ No, this is not a state requirement

● Are there regularly scheduled collaboration opportunities for ECE faculty in the state?

● Are there initiatives in the state to encourage teachers to increase their degree or educational attainment?
  ○ What do they look like? Who is responsible for administering those initiatives?
  ○ Is there public funding to support it? What other funding sources?
  ○ How long has the initiative(s) been in existence?
  ○ Who/what organizations in the state advocate for these structures

● Are there efforts in the state specifically designed to support access to and completion of higher education degrees / credentials for a diverse group of early childhood educators?
  ● What do they look like?
  ● Do they include any of the following: Dual-enrollment programs? Cohort models? Guidance counselors? Scholarships and grants? Recognition of previous experience? Online or night-time courses?
    Who funds or administers these supports? Who has influence over these programs and strategies?
• **Does the state provide an ECE career pathway or lattice?**
  - What roles are referenced in the ECE career pathway or lattice?
  - What settings are referenced in the ECE career pathway or lattice?
  - What age groups are referenced in the ECE career pathways or lattice?

• **What agency(ies) is responsible for developing and maintaining the ECE career pathway or lattice?** (Please provide a link to the ECE career pathway or lattice).

• **Is there a certificate awarded for meeting the requirements for levels on the career pathway or lattice?**
  - What agency(ies) issue these certificates?

• **Do ECE teachers have access to guidance / counseling to help them advance along the career ladder?**

• **Are there efforts in the state specifically designed to support early childhood educators advance along the career ladder, especially for those teachers of color?**
  - What do they look like?
  - Who funds or administers these supports? Who has influence over these programs and strategies?
LEADERSHIP SECTION

ELEMENTARY SCHOOL PRINCIPALS

- What is the minimum education requirement to be an elementary school principal?

- What is the grade span of the state’s license for elementary school principals?

- Does the state require principal preparation programs to offer specific coursework around early learning and/or child development?
  - What courses or topics?

- Does the state require elementary school principals to have prior teaching experience?
  - Does the experience have to be in elementary school or early learning?

- Are aspiring elementary school principals required to have clinical experience in elementary schools during preparation?

- Does the state offer professional learning (such as training, mentoring, or coaching) around early childhood education or PreK–3rd alignment for elementary principals?

- Does principal evaluation include any early learning-specific indicators? Who has influence over principal evaluation?

- Who has influence over principal certification requirements?

- What competencies are principal certification program aligned to?

EARLY CHILDHOOD CENTER DIRECTORS

- What is the minimum level of education required to be a center director according to state licensing standards?
  - NOTE: Options may include, but are not limited to:
    - Less than / more than 80 hours of training on specific topics
    - CDA / ECE state credentials
    - AA / BA (certain subject?)
● According to licensing standards, do center directors need to have prior experience working in child care?

● Are there competencies for program administrators?
  ○ Who is expected to meet these competencies? Are those expectations monitored?
    ■ Administrators in child care programs?
    ■ Administrators in elementary schools?
    ■ Administrators family child care programs?

● Does the state have a center director credential? If so, is it required for licensing?
  ○ What’s required to attain the credential?
  ○ Is there alignment with competencies for program leaders if they exist?

● Does the state’s QRIS tie center director qualifications to different tier levels?

● Does center director evaluation include any early learning-specific indicators?

● Who has influence over requirements (education or credential) to become a program director?