

New Hampshire Early Childhood Professional Development System Guidebook



New Hampshire Department of Health and Human Services
Division of Economic and Housing Stability
Bureau of Child Development and Head Start Collaboration

September 2022

New Hampshire Early Childhood Professional Development System

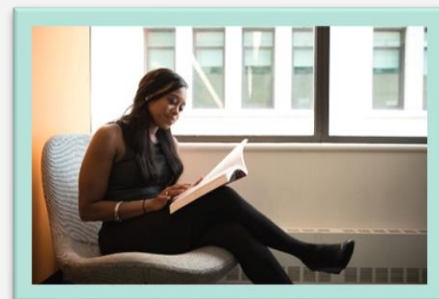


Table of Contents

| | |
|---|-----------|
| Introduction to the NH Early Childhood Professional Development System..... | 3 |
| Early Childhood Core Knowledge Areas..... | 5 |
| NH Early Childhood Credential Approved Coursework and NH Colleges Offering Early Childhood Coursework..... | 10 |
| Competencies..... | 11 |
| Introduction to the Credential Lattices..... | 12 |
| · NH Early Childhood Professional Credential Lattice..... | 14 |
| · NH Early Childhood Administrator Credential Lattice..... | 15 |
| · NH Early Childhood Professional Development Specialist Credential Lattice..... | 16 |
| NH Infant and Toddler Credential Endorsement..... | 17 |
| · NH Infant and Toddler Credential Endorsement Lattice..... | 18 |
| · Suggested Training (Each of Which Must Relate Directly To Infants/Toddlers and Their Families)... | 19 |
| Glossary | 20 |
| Appendices..... | 24 |
| A. Acknowledgments..... | 25 |
| B. NH Early Childhood Credential Application..... | 26 |
| C. Early Head Start Option..... | 29 |
| D. Professional Development Plan..... | 30 |
| E. Transcript Request Form..... | 32 |
| F. Professional Activities..... | 33 |
| G. Coach Competency Supervisor Feedback Form | 40 |
| H. NH Early Childhood Professional Development System Credential Initial Credential Application Checklist..... | 42 |
| I. NH Early Childhood Professional Development System Credential Renewal Credential Application Checklist..... | 43 |
| J. Resources for Early Childhood Professionals..... | 44 |

Introduction to the New Hampshire Early Childhood Professional Development System

The first edition of the New Hampshire Early Childhood Professional Development System (NHECPDS) Guide to Early Childhood Careers was published in December 1999 and, since that time, over 3,500 individuals have been recognized for their professional development. New Hampshire also has an Afterschool Professional Development System that awards credentials to individuals working in or on behalf of out-of-school time (OST) settings. Approximately 440 individuals have been awarded a credential through that system since 2010. Some individuals have held credentials in both systems. New Hampshire has a diverse and growing community of professionals who work with or on behalf of children, youth, and families. Just as this community has grown, the NHECPDS has grown and has been revised to support the ongoing professional development of early childhood teachers, administrators, workshop trainers, college faculty, mentors, consultants, and coaches.



This revision to the NH Early Childhood Professional Development System evolved around The National Association for the Education of Young Children (NAEYC)'s Power to the Profession* initiative, a national collaboration that defines the early childhood education profession. It has established a Unifying Framework of recommendations on educator roles and responsibilities, aligned preparation and pathways, profession compensation, and a supportive infrastructure with shared accountability.

Nationally, there is a growing understanding of, and commitment to, professional development as a key element of quality programs and services, which has also been linked to staff satisfaction with their positions. Our system is voluntary, except as required in State contracts, and is based on the following criteria:

| Core Knowledge Areas |
|--|
| Work Experience |
| Competency-Based Professional Development Plan |

| Education |
|----------------------------------|
| Ongoing Professional Development |
| Professional Activities |

*National Association for the Education of Young Children. *Power to the Profession*
Retrieved from: <https://www.naeyc.org/our-work/initiatives/profession>

The information and documents contained within this guide are meant to inform readers and to serve as resources for professional development, while providing a process for attaining a professional Credential. Credential lattices (progression of levels of professional roles) include criteria for levels and individual endorsements, providing entry into the NHECPDS for all who choose to be recognized for their commitment to early childhood care and education. The lattices also serve to challenge professionals to continue to grow and explore career opportunities.

We invite professionals who work with or on behalf of children and families in capacities other than direct service, teaching, or administration, to be part of our system. Education and training requirements for all lattice levels and endorsements are vital to the continued growth and quality improvement of our professional workforce.

Why Invest in a Credential?

The credential is a component of NH's Quality Recognition and Improvement System (QRIS), Granite Steps for Quality (GSQ). Programs that are awarded a GSQ Quality Step receive incentive funds (quarterly and annually) that may be used to support professional development activities and credentialing for staff, among other uses. Please visit <https://www.nh-connections.org/providers/quality-care-matters/> for more information about GSQ.

Your professional credential serves as a visible achievement of your professionalism and as a model for others to emulate. Please display your credential(s) proudly, share this guide widely, and seize every opportunity to engage others in the conversation about quality and the outcomes for children, youth, and families in New Hampshire.

Acknowledgments

Thank you to the entire Early Childhood Credential Revision Task Force, listed in Appendix A. Thank you also to the professionals who have participated in the NHECPDS. You are growing professionally, as well as helping to grow your field. Your commitment to quality on behalf of children, youth and families is greatly appreciated!

The following table presents key changes to NHECPDS. For more information about the changes, please refer to page 13.

| Highlights of Changes to the New Hampshire Early Childhood Professional Development (PD) System | |
|--|--|
| Former System | Revised System |
| Number of credential lattices: 5 | Number of credential lattices: 3 |
| Alignment of Infant and Toddler Credential Endorsement Lattice: with former credentials | Alignment of Infant and Toddler Credential Endorsement Lattice: with new credentials |
| <ul style="list-style-type: none"> 18 or less hours of required ongoing professional development for all credentials. | <ul style="list-style-type: none"> 24 hours of ongoing professional development for these credentials: <ul style="list-style-type: none"> o Early Childhood Educator III o Early Childhood Administrator II o All endorsements on the PD Specialist Lattice |
| No Professional Activities requirement | Professional Activities requirement |
| The fee was \$25.00 for New and Expired credentials. | The fee for those credentials is now \$15.00. |

Early Childhood Core Knowledge Areas

The Core Knowledge Areas (CKAs) constitute the body of knowledge that defines our professional field. Our work with or on behalf of children, youth, and families must be purposeful. It must have a strong foundation; a shared understanding that high quality care and education is our common goal. The National Association for the Education of Young Children (NAEYC) has set standards that serve as the framework for high quality early care and education. These standards are the foundation for the Early Childhood Core Knowledge Areas.

The CKA matrix is divided into three sections: Core Knowledge Areas, Components of Core Knowledge, and Topics. Core Knowledge Areas are segmented into components and segmented further into topics that could be covered in training, coursework, and self-study. The CKAs help individuals to become informed about various topics and guide professionals in their own professional growth and development in the field of early childhood. The matrix on the following pages will enable individuals to find topics within the components about which they would like to learn.

To meet the requirements of our NHECPDS, all ongoing training, education, and specialized coursework must cover one or more Core Knowledge Areas. Applicants should familiarize themselves with this matrix and be prepared to demonstrate how their supporting documentation meets Core Knowledge Areas.

Developing as a Professional



Building Family & Community Relationships



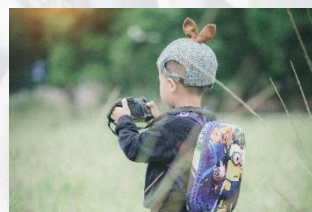
Teaching & Learning



Promoting Child Growth & Development



Observing, Documenting, & Assessing



The Core Knowledge Areas are the seeds from which professional development grows.

Early Childhood Core Knowledge Areas

| Quality Early Care & Education with respect for the diverse needs of each child & family | Core Knowledge Areas | Components of Core Knowledge | Topics |
|---|---|------------------------------|--|
| | (1) Developing As a Professional | Professional Development | <ul style="list-style-type: none"> • Self-awareness and self-assessment • Professional philosophy • Professional organizations • NH Early Childhood Professional Development System • Adult development and learning • Mentorship • Coaching |
| | | Standards of Quality | <ul style="list-style-type: none"> • Quality Recognition and Improvement System (QRIS) • Child Care Licensing Rules • Accreditation • Early Learning Standards • Strengthening Families Initiatives • Pyramid Model • Environment Rating Scales (ERS) |
| | | Program Administration | <ul style="list-style-type: none"> • Mission and Vision • Program operations • Financial planning and management • Legal and fiscal issues • Staff supervision and evaluation • Program evaluation and development • Program policies and procedures • Community child care needs, marketing and public relations • Family recruitment and retention • Use of technology to improve business functions/practices • Prevention of suspension and expulsion |
| | | Advocacy | <ul style="list-style-type: none"> • Public policy • Advocacy |
| | | Leadership | <ul style="list-style-type: none"> • Team building and conflict resolution • Staff development • Leadership styles • Teachers as leaders |
| | | Ethics | <ul style="list-style-type: none"> • Ethical standards • Ethical decision-making • Professional behavior • Professional boundaries • Confidentiality |
| | | Collaboration | <ul style="list-style-type: none"> • Community resources • Family and community relationships • Partnership development |

Early Childhood Core Knowledge Areas

| Quality Early Care & Education with respect for the diverse needs of each child & family | Core Knowledge Areas | Components of Core Knowledge | Topics |
|---|--|------------------------------------|---|
| | (2) Building Family & Community Relationships | Communication | <ul style="list-style-type: none"> • Communication styles • Communication formats, i.e. digital, written, nonverbal, etc. • Culturally and linguistically appropriate communication |
| | | Partnerships & Participation | <ul style="list-style-type: none"> • Positive and reciprocal relationships • Family engagement • Observation and risk assessment • Volunteer engagement • Community engagements |
| | | Family and Cultural Contexts | <ul style="list-style-type: none"> • Implicit bias • Diversity, Equity, and Inclusion (DEI) • Parenting strategies • Family structures • Family strengths • Family systems theory • Power and Privilege |
| | | Family Leadership | <ul style="list-style-type: none"> • Self-Advocacy • Family participation in decision-making |
| | | Family Supports | <ul style="list-style-type: none"> • Social capital • Networking • Strengthening Families • Risk factors, protective factors, and resilience |
| | | Community Resources | <ul style="list-style-type: none"> • Social and material supports • Emotional and health supports |
| | (3) Teaching & Learning | Relationships & Interactions | <ul style="list-style-type: none"> • Developmentally appropriate communication with children • Knowledge of children and families in the classroom • Healthy Attachment |
| | | Curriculum & Environment | <ul style="list-style-type: none"> • Developmentally appropriate environments and practice • Evaluation of appropriate equipment and materials • The significance of play • Emergent curriculum • Research-based • Design, development, and evaluation • Competence in content areas and academic disciplines • Environment Rating Scales (ERS) |
| | | Strategies for Teaching & Learning | <ul style="list-style-type: none"> • Intentionality • Learning experiences that develop emerging critical thinking • Reflective practice to promote positive outcomes • Developmentally appropriate approaches to learning • Tools and methods for early education • Trauma Informed Care • Adverse Childhood Experiences (ACEs) and Resilience |

Early Childhood Core Knowledge Areas

| Quality Early Care & Education with respect for the diverse needs of each child & family | Core Knowledge Areas | Components of Core Knowledge | Topics |
|---|---|--------------------------------------|---|
| | (3) Teaching & Learning (Continued) | Individualization | <ul style="list-style-type: none"> • Temperament • Developmentally appropriate practices and interactions for individual children • Theoretical and legal foundations for special supports • Adaptations of the environment and curriculum • Developmentally and culturally appropriate communications • Effective partnerships with parents, families, and other professionals |
| | | Cultural Relevance | <ul style="list-style-type: none"> • Family involvement • Anti-bias curriculum • Effective methods of working with all families |
| | | Positive Behaviors | <ul style="list-style-type: none"> • Support for developing executive function • Appropriate theories and application of guidance • Team approach • Pro-social behavior guidance strategies • Pyramid Model |
| | (4) Promoting Child Growth & Development | Children's Learning & Development | <ul style="list-style-type: none"> • Developmental milestones • Early Learning Standards • Developmental screening and assessment • Children with special needs • Dual Language Learners (DLL) and English Language Learners (ELL) |
| | | Influences on Development | <ul style="list-style-type: none"> • Environmental factors • Biological factors • Social factors • Cultural factors • Trauma informed care |
| | | Health and Safety | <ul style="list-style-type: none"> • Children's nutrition and wellness • Health and safety record keeping • Health and safety policy development and implementation • Emergency preparedness planning and response • Child abuse and neglect • Child Care Licensing Rules |
| | | Application of Knowledge to Practice | <ul style="list-style-type: none"> • Child Development theories • Research-based practices • Developmentally Appropriate Practices • Learning environments • Culturally responsive early childhood programs • Pyramid Model |

Early Childhood Core Knowledge Areas

| Quality Early Care & Education with respect for the diverse needs of each child & family | Core Knowledge Areas | Components of Core Knowledge | Topics |
|---|--|---|---|
| | (5) Observing Documenting & Assessing | Reflective Practice | <ul style="list-style-type: none"> Philosophy of education Methods and tools Self-assessment to change practice Classroom action research Pyramid Model |
| | | Documentation of Curriculum and Learning | <ul style="list-style-type: none"> Methods and tools, for example portfolios, time sampling, curriculum planning forms Family, community, and cultural contexts Documentation for planning of curriculum and learning environments |
| | | Assessment of Children's Development | <ul style="list-style-type: none"> Informal and formal assessment tools and methods Systemic assessment of children's learning and development Family, community, and cultural contexts: 1) impact on child performance and 2) implications for assessment Assessment as a guide to individualized teaching and learning Referral practices IFSP/IEP processes Family engagement in assessment and referral Observations to build effective relationships with learners |
| | | Communication of Documentation and Assessment | <ul style="list-style-type: none"> Collaboration and teamwork Strategies for communicating in developmentally and culturally appropriate ways Confidentiality in child and family assessment |
| | | Program Assessment | <ul style="list-style-type: none"> Reflection on vision, mission and values Methods, tools and strategies Stakeholder engagement Continuous quality improvement |



NH Early Childhood Credential Approved Coursework and NH Colleges Offering Early Childhood Coursework

The NHECPDS requires specific education and specialized coursework completed at accredited colleges and universities. All approved college coursework required to meet specific credential requirements for early childhood credits must focus on content specific to young children (birth through age eight) and their families. The Credentialing Specialist carefully examines all college transcripts. The Credentialing Specialist may require additional documentation on coursework to determine if it meets the criteria.



| | |
|--|---|
| *Community College System of New Hampshire http://www.ccsnh.edu/ | Plymouth State University http://www.plymouth.edu/ |
| Colby-Sawyer College http://www.colby-sawyer.edu/ | Rivier University http://www.rivier.edu/ |
| *Granite State College https://www.granite.edu | Southern New Hampshire University http://www.snhu.edu/ |
| Keene State College http://www.keene.edu/ | University of New Hampshire https://www.unh.edu |

*Please note that early childhood tuition assistance may be available for select early childhood courses at these colleges. Further information regarding the Council for Higher Education Accreditation can be found here: <http://www.chea.org/>

Competencies

The NHECPDS requires participants to complete a self-assessment of competencies. Competencies are evidence-based knowledge and skills that Early Childhood Professionals develop and demonstrate in their work with, or on behalf of, children ages birth through grade three and their families.

Competency tools include, but are not limited to:

- Infant and Toddler, Preschool, and Early Childhood Workforce Specialized Competencies which can be found on the New Hampshire Connections website:
<https://www.nh-connections.org/providers/nh-specialized-competencies/>
- New Hampshire Family & Early Childhood Mental Health Competencies, which can be found on the New Hampshire Association for Infant Mental Health website:
<https://www.nhaimh.org/ecfmh-credential2>



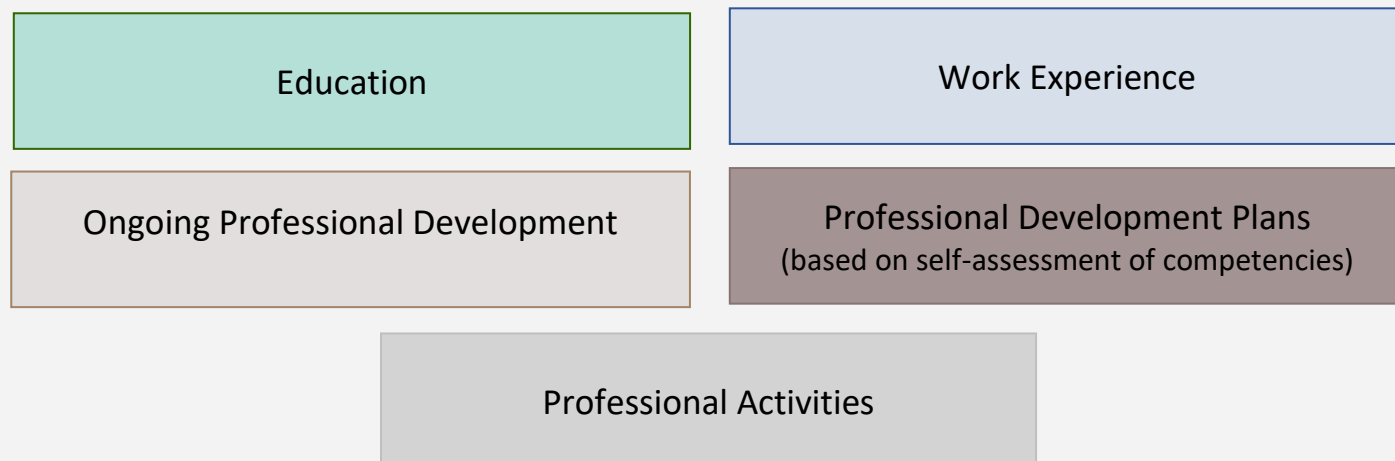
When using the New Hampshire Early Childhood Workforce Specialized Competencies*:

- Applicants applying for more than one credential only need to complete the competencies for the highest level credential for which they are applying. Example: If a person applies for the Early Childhood Professional and Administrator credentials, they only need to complete 4 competencies. If a person is applying for the Administrator and Professional Development Specialist credentials, they will complete 4 competencies.
- Number of competencies required for each Early Childhood Credential Lattice:
 - Professional Development Specialist: 4 competencies
 - Administrator: 4 competencies
 - Early Childhood Professional: maximum of 4 competencies. Please see the lattice for the specific number of competencies based on the credential for which you are applying.

* Technical assistance is available through Child Care Resource & Referral (CCR&R). See Glossary on page 20 for more information about CCR&R.

Introduction to the Credential Lattices

Credential lattices signify the roles of professionals in the early childhood field. Each lattice includes levels or endorsements and is designed to provide a point of entry into the NHECPDS and to recognize professional growth and achievement. On each lattice you will see the title of the credential, and below the title, there will be either levels or endorsements (as on the Professional Development Specialist lattice). Endorsements indicate an area of proficiency, specialization, or expertise. Professional development criteria are listed in the left column of each lattice:



To the right of each criterion listed you will find the requirements for each level or endorsement.

- Education and coursework require official college transcripts for documentation, and both carry no time limit on completion.
- Work experience requires third-party documentation, such as a letter or email from the appropriate administrator/supervisor, and also carries no time limit.
- A current professional development plan must be submitted.
- Ongoing professional development and professional activities require documentation and should be completed within one year prior to your initial credential application date.



Your credential will need to be renewed every three years, at which time you will be required to submit documentation of ongoing professional development, a professional development plan based on self-assessment of competencies, and professional activity units. Each lattice contains the number of professional development hours and professional activity units that must be submitted upon renewal.

Changes to the NH Early Childhood Professional Development (PD) System

Changes have been made to the lattices. The former system included five lattices. The revised system contains three lattices, including:

- The ***Early Childhood Professional Credential Lattice*** which replaces the former Family Child Care, Teacher and Master Teacher Lattices;
- The ***Early Childhood Administrator Credential Lattice*** now has two levels compared to the former Administrator lattice that contained four levels; and
- The ***Early Childhood Professional Development Specialist Credential Lattice*** which replaces the Early Childhood Master Professional Credential Lattice.

The Infant and Toddler Credential Endorsement Lattice has been updated to align with the new credentials.

The following credentials require 24 hours of ongoing professional development:

- Early Childhood Educator III
- Early Childhood Administrator II
- All endorsements on the Professional Development Specialist Lattice

Professional Activities have been reinstated in this revision. They had been a credentialing component prior to the 2015 revision. The Professional Activities Matrix is included in Appendix F.

The fee was \$25.00 for New and Expired credentials. The fee for those credentials is now \$15.00.



NH Early Childhood Professional Credential Lattice

| Requirements | Emerging Professional Certificate | Early Childhood Associate Educator | Early Childhood Educator I | Early Childhood Educator II | Early Childhood Educator III |
|--|--|---|---|---|---|
| Education <i>*Approved Coursework must include 3 credits in Child Growth and Development and must be focused on children from birth to age 8</i> | N/A | A High School Diploma or GED/HiSET/TASC*** and a minimum of 9 credits in approved coursework* | A High School Diploma or GED/HiSET/TASC*** and a minimum of 18 credits in approved coursework* OR a MACTE**I/T or EC Credential OR 3 credits focused on Child Growth and Development and a current CDA credential | A minimum of an Associate's Degree in ECE OR A minimum of an Associate's Degree including a minimum of 18 credits in approved coursework* OR A minimum of an Associate's Degree and a MACTE**I/T or EC Credential | A minimum of a Bachelor's Degree in ECE OR A minimum of a Bachelor's Degree including a minimum of 24 credits in approved coursework* OR A minimum of a Bachelor's Degree and a MACTE**I/T or EC Credential |
| Work Experience | 750 hours in a licensed center-based child care program or licensed family child program | 1,500 hours in a licensed center-based child care program, licensed family child care, public or private school pre-k through 3 rd grade program | 1,000 hours in a licensed center-based child care program, licensed family child care, public or private school pre-k through 3 rd grade program OR A MACTE**I/T or EC Credential | 1,000 hours in a licensed center-based child care program, licensed family child care, public or private school pre-k through 3 rd grade program OR 200 supervised practicum hours with an approved college program OR A MACTE**I/T or EC Credential | 5 years in a licensed center-based child care program, licensed family child care, public or private school pre-k through 3 rd grade program |
| Ongoing Professional Development | 12 hours/year if working less than 25 hours/week 18 hours/year if working 25 hours or more/week 36 hours/54 hours cumulative upon 3 year renewal | 18 hours per year 54 hours cumulative upon 3 year renewal | 18 hours per year 54 hours cumulative upon 3 year renewal | 18 hours per year 54 hours cumulative upon 3 year renewal | 24 hours per year 72 hours cumulative upon 3 year renewal |
| Professional Development Plan/Professional Activity Units (PAU) | A Professional Development Plan based on self-assessment of 2 competencies must be submitted | A Professional Development Plan based on self-assessment of 2 competencies must be submitted AND 1 Professional Activity Unit (PAU) 3 Professional Activity Units upon 3 year renewal | A Professional Development Plan based on self-assessment of 3 competencies must be submitted AND 2 Professional Activity Units (PAU) 6 Professional Activity Units upon 3 year renewal | A Professional Development Plan based on self-assessment of 4 competencies must be submitted AND 3 Professional Activity Units (PAU) 9 Professional Activity Units upon 3 year renewal | A Professional Development Plan based on self-assessment of 4 competencies must be submitted AND 3 Professional Activity Units (PAU) 9 Professional Activity Units upon 3 year renewal |

**MACTE – Montessori Accreditation Council for Teacher Education

*** General Educational Development (GED)/High School Equivalency Test (HiSET)/Test Assessing Secondary Completion (TASC)

NH Early Childhood Administrator Credential Lattice

| Requirements | Early Childhood Administrator I | Early Childhood Administrator II |
|--|--|--|
| Education <i>*All degrees and approved coursework must include 3 credits focused on Child Growth and Development and must be focused on children from birth to age 8</i> | Minimum of an Associate's Degree in ECE* OR Bachelor's Degree in elementary education* OR 60 post-secondary credits including a minimum of 24 post-secondary credits in approved coursework* OR 60 post-secondary credits and a MACTE** I/T or EC Credential ALL OPTIONS MUST INCLUDE 3 Credits in approved management or supervision coursework | Minimum of a Bachelor's Degree in ECE* OR Bachelor's Degree, including a minimum of 24 post-secondary credits in approved coursework* OR A minimum of a Bachelor's Degree and a MACTE** I/T or EC Credential ALL OPTIONS MUST INCLUDE 9 post-secondary credits in approved management or supervision coursework |
| Work Experience | 1 year in a licensed center-based child care program, licensed family child care, public or private pre-k through 3 rd grade program, in an administrative and or supervisory capacity | 3 years in a licensed center-based child care program, licensed family child care, public or private school pre-k through 3 rd grade program, in an administrative and or supervisory capacity |
| Ongoing Professional Development | 18 hours per year 54 hours cumulative upon 3 year renewal | 24 hours per year 72 hours cumulative upon 3 year renewal |
| Professional Development Plan/Professional Activity Units (PAU) | Professional Development Plan based on self-assessment of 4 competencies must be submitted AND 4 Professional Activity Units (PAU) 12 Professional Activity Units upon 3 year renewal | Professional Development Plan based on self-assessment of 4 competencies must be submitted AND 4 Professional Activity Units (PAU) 12 Professional Activity Units upon 3 year renewal |

Work Experience defined: Work experience roles include, but are not limited to, director, program coordinator, co-director, family child care owner, etc.
 1,500 hours equals 30 hours per week x 50 weeks (1 year)

**MACTE – Montessori Accreditation Council for Teacher Education

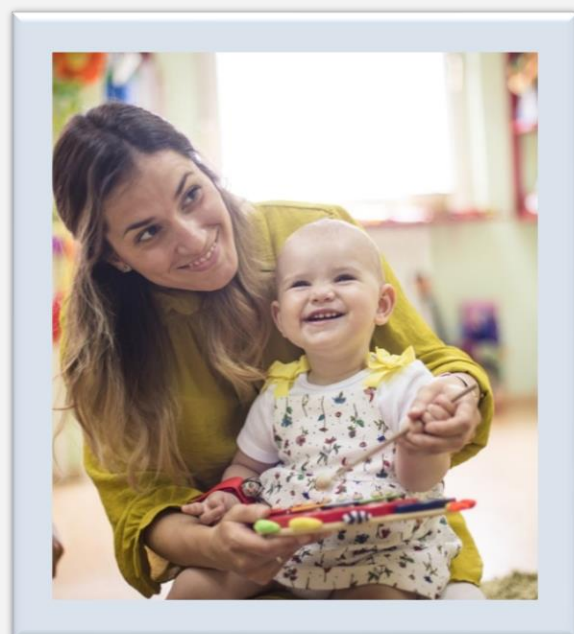
NH Early Childhood Professional Development Specialist Credential Lattice

| Requirements | Trainer | Mentor | Consultant | Coach | Faculty |
|--|--|--|--|---|--|
| Education <i>*Approved coursework must include 3 credits in Child Growth & Development and must be focused on children from birth to age 8</i> | A minimum of an Associate's Degree in ECE OR A minimum of an Associate's Degree including a minimum of 24 credits in approved coursework* OR A minimum of a Bachelor's Degree in a field of study appropriate to specialization, and, if applicable, a current license or certification in the professional specialization OR A minimum of an Associate's Degree and a MACTE** I/T or EC Credential | A minimum of an Associate's degree in ECE OR A minimum of an Associate's Degree including a minimum of 24 credits in approved coursework* OR A minimum of an Associate's Degree and a MACTE** I/T or EC Credential | A minimum of a Bachelor's Degree in ECE OR A minimum of a Bachelor's Degree in a field of study appropriate to specialization and, if applicable, a current license or certification in professional specialization OR A minimum of a Bachelor's Degree and a MACTE** I/T or EC Credential | A minimum of a Bachelor's Degree in ECE/education, special education, social work, human/child development, or related field and, if applicable, a current license or certification in area of expertise OR A minimum of a Bachelor's Degree and a MACTE** I/T or EC Credential | A minimum of a Master's Degree in ECE OR A minimum of a Master's Degree including a minimum of 24 credits in approved coursework* |
| Work Experience | 3 years' experience in early childhood working with or on behalf of young children AND Planning and implementation of at least 12 hours of group training of adults over a 1 year period (only required at initial application) | 5 years' experience in early childhood, at least 2 of which are in a mentorship, supervisory or leadership role | 5 years' experience in early childhood working with or on behalf of young children, of which at least 2 of are in a supervisory, coaching or consulting role | 5 years' experience in area of expertise, of which at least 2 are in a supervisory, coaching or consulting role | 5 years' experience in early childhood AND Planning and implementation of at least 24 hours of group training of adults over a 2 year period (only required at initial application) |
| Ongoing Professional Development | 24 hours per year 72 hours cumulative upon 3 year renewal | 24 hours per year 72 hours cumulative upon 3 year renewal | 24 hours per year 72 hours cumulative upon 3 year renewal | 24 hours per year 72 hours cumulative upon 3 year renewal | 24 hours per year 72 hours cumulative upon 3 year renewal |
| Professional Development Plan/Professional Activity Units (PAU) | A Professional Development Plan based on self-assessment of 4 competencies must be submitted AND 4 Professional Activity Units 12 Professional Activity Units cumulative upon 3 year renewal | A Professional Development Plan based on self-assessment of 4 competencies must be submitted AND 4 Professional Activity Units 12 Professional Activity Units cumulative upon 3 year renewal | A Professional Development Plan based on self-assessment of 4 competencies must be submitted AND 4 Professional Activity Units 12 Professional Activity Units cumulative upon 3 year renewal | A Professional Development Plan based on self-assessment of 4 competencies must be submitted AND Completion of "Coach Competency Feedback Form" signed by both applicant and supervisor (past/present) AND 4 Professional Activity Units 12 Professional Activity Units cumulative upon 3 year renewal | A Professional Development Plan based on self-assessment of 4 competencies must be submitted AND 4 Professional Activity Units 12 Professional Activity Units cumulative upon 3 year renewal |

**MACTE - Montessori Accreditation Council for Teacher Education

NH Infant and Toddler Credential Endorsement

Designed to recognize professionals who work with or on behalf of our youngest and most vulnerable children, this credential lattice includes criteria for knowledge and experience specific to the infant and toddler field. Each of the five Infant and Toddler Endorsements build upon a credential indicated by “Required Early Childhood Credential”. Awardees of the Infant and Toddler Credential Endorsement(s) will see their infant and toddler designation on their Early Childhood Credential certificate awarded through the New Hampshire Early Childhood Professional Development System. A purple State seal will signify the Infant and Toddler Credential Endorsement, as shown in the sample certificate below.



This credential endorsement lattice was developed by the Infant Toddler Credential Task Force, which also developed the Infant and Toddler Workforce Specialized Competencies as an accompaniment to the Infant and Toddler Credential Endorsement. With the development of the Infant and Toddler Workforce Specialized Competencies, the early childhood community has access to an assessment tool to reflect on the knowledge and skills of those working with or on behalf of infants, toddlers, and their families. The ability for professionals to assess their knowledge and skills is important for professional growth and quality improvement.

NH Infant and Toddler Credential Endorsement Lattice

| | Foundational Level I | Foundational Level II | Intermediate Level | Advanced Level | Specialist Level: Early Childhood Education |
|---|--|---|---|---|---|
| Required Early Childhood Credential | <i>Minimum of NH Early Childhood Associate Educator</i> | <i>Minimum of NH Early Childhood Educator II</i> | <i>Minimum of NH Early Childhood Educator III</i> | <i>Minimum of NH Early Childhood Educator III</i> | <i>NH Early Childhood Professional Development Specialist: Trainer, Consultant, Coach or Faculty</i> |
| Education *All credit & degree requirements include a minimum of 3 credits focused on Infant/Toddler Content † Minimum of 3 credits in Child Growth and Development will be accepted for initial credential endorsement application. I/T content course will be required upon renewal if not met upon initial application. **Fields of specialization must be related to work with, or on behalf of, infants/toddlers and families. | 3 post-secondary credits in Child Growth and Development will be accepted for initial credential endorsement application in lieu of I/T content course.† OR a MACTE I/T credential For applicants seeking this credential endorsement to meet Early Head Start program criteria, there are additional documentation requirements. Please see Appendix C for details. | Minimum of an Associate's degree in ECE * OR Minimum of an Associate's degree including a minimum of 18 credits in approved coursework of which at least 3 credits are focused on Infant/Toddler content* OR Minimum of an Associate's degree and a MACTE I/T credential Professionals with an Associate's degree in a field of specialization** are eligible for this endorsement | Minimum of an Associate's degree in ECE* OR Minimum of an Associate's degree including a minimum of 24 credits in approved coursework of which at least 6 are focused on Infant/Toddler content* OR Minimum of an Associate's degree and a MACTE I/T credential | Minimum of a Bachelor's degree in ECE * OR Minimum of a Bachelor's degree including a minimum of 24 credits in approved coursework of which at least 6 credits must be in child care administration or leadership and of which at least 9 credits are focused on Infant/Toddler content* | Minimum of a Bachelor's degree in ECE* OR Minimum of a Bachelor's degree including a minimum of 24 credits in approved coursework of which at least 9 credits are focused on Infant/Toddler content* |
| Work Experience | Minimum of 1,500 hours of which at least 750 hours must be in an I/T setting OR I/T CDA | Minimum of 1,000 hours in an I/T setting OR 200 cumulative hours of supervised I/T practicum experience | Minimum of 5 years' experience in early childhood, of which at least 2 years must be in an I/T settings | Minimum of 5 years' experience in early childhood, of which at least 2 years must be leadership of an I/T program and/or services | Minimum of 5 years' experience in early childhood, of which at least 3 years must be training and/or teaching to adults focused on I/T content or consulting in I/T programs |
| Ongoing Professional Development | Minimum of 6 hours per year focused on I/T content plus 12 hours other ECE for a total of 18 hours per year | Minimum of 6 hours per year focused on I/T content plus 12 hours other ECE for a total of 18 hours per year | Minimum of 12 hours per year focused on I/T content plus 12 hours other ECE for a total of 24 hours per year | Minimum of 12 hours per year focused on I/T content plus 12 hours other ECE for a total of 24 hours per year | Minimum of 16 hours per year focused on I/T content plus 8 hours other ECE for a total of 24 hours per year |
| | 54 hours cumulative upon 3 year renewal of which 6 hours must be focused on I/T content for the credential cycle | 54 hours cumulative upon 3 year renewal of which 6 hours must be focused on I/T content for the credential cycle | 72 hours cumulative upon 3 year renewal of which 12 hours must be focused on I/T content for the credential cycle | 72 hours cumulative upon 3 year renewal of which 12 hours must be focused on I/T content for the credential cycle | 72 hours cumulative upon 3 year renewal of which 16 hours must be focused on I/T content for the credential cycle |

Suggested Trainings

(Each of Which Must Relate Directly to Infants/Toddlers and Their Families)

For the Foundational Levels:

- Safe Sleep
- ProSolutions Health and Safety Training: Prevention of Sudden Infant Death Syndrome and Use of Safe Sleep Practices and Prevention of Shaken Baby Syndrome and Abusive Head Trauma
- ProSolutions Pyramid Model: Birth to Five and Infant Toddler Trainings
- NH Early Learning Standards trainings
- Early Head Start (all Early Head Start training)
- Nutrition for Infants/Toddlers (including breast feeding)
- Infectious Diseases
- Biting
- Infant/Toddler training offered through early childhood professional organizations
- Strengthening Families

For the Intermediate Level:

- Infant Toddler Environment Rating Scale (ITERS)
- ProSolutions Pyramid Model: Birth to Five and Infant Toddler Trainings
- Infant Mental Health
- Attachment
- Infant and Toddler Special Needs
- Center on the Social & Emotional Foundations for Early Learning (CSEFEL) I/T Training Modules
- Sophia's Hearth (Keene, NH) Infant/Toddler trainings
- Strengthening Families
- Infant/Toddler training offered through early childhood professional organizations



For the Advanced Level:

- Screening, Assessment and Referral Process for Infant and Toddler Supports
- Health and Safety in Infant/Toddler Programs
- Child Care Program Policies
- Supervision of Child Care Staff
- Family Systems
- Leadership
- Center on the Social & Emotional Foundations for Early Learning (CSEFEL) I/T Training Modules
- Sophia's Hearth (Keene, NH) advanced trainings
- Strengthening Families

For the Specialized Level:

- I/T Consultant Modules
- Working with Families of I/T
- Birth to Three Institute
- Zero To Three National Training Institute
- Train-the Trainer intensive training
- Strengthening Families
- PITC (Program for Infant and Toddler Care)

Glossary

Accreditation: a standard of quality applied to early childhood programs which have successfully completed requirements set forth by the COA, (Council On Accreditation), NAFCC, (National Association for Family Child Care), or as defined by the NAEYC (National Association for the Education of Young Children).

Accredited College or University: a college or university acknowledged as meeting acceptable levels of quality through accreditation by any of the accrediting organizations recognized by the US department of education or the council for higher education accreditation www.chea.org.

Adverse Childhood Experiences (ACEs): potentially traumatic events that occur in childhood. ACEs can include violence, abuse, and growing up in a family with mental health or substance use problems. Toxic stress from ACEs can change brain development and affect how the body responds to stress. ACEs are linked to chronic health problems, mental illness and substance misuse in adulthood.

Advocacy: the pursuit of influencing outcomes — including public policy and resource allocation decisions within political, economic, and social systems and institutions.

Appropriate Professional Organization: an early childhood organization focused on the core knowledge, skills and experience of early childhood professionals and related issues or advocacy, and which requires membership, meets regularly, may publish articles and/or journals, and may offer professional development through state and/or national conferences.

Approved Coursework: credit-bearing courses consisting of early childhood content, offered through accredited institutes of higher education.

Associate's Degree: college degree which represents a minimum of 60 credit hours, or two years of full-time study from an accredited institute of higher education.

Bachelor's Degree: college degree representing a minimum of 120 credit hours, or four years of full-time study from an accredited institute of higher education.

CDA: Child Development Associate issued by the Council for Professional Recognition <http://www.cdacouncil.org/>

Child and Adult Care Food Program (CACFP): a food assistance program that provides nutritious meals and snacks for eligible children and adults in care. <https://www.fns.usda.gov/cacfp>

Child Growth and Development: the way that a young child grows and develops physically, cognitively, and socially/emotionally, from the prenatal stage through age eight.

Child Care Resource and Referral (CCR&R): a statewide system that provides referrals to child care programs for families in need of child care, training and targeted technical assistance for child care providers, and community outreach in support of child care. CCR&R services focus on quality child care, and the CCR&R program hosts and maintains NH's Child Care Consumer Education Website, <https://www.nh-connections.org/>

Coach: coaching is 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.

Competencies: evidence-based knowledge and skills that Early Childhood Professionals develop and demonstrate in their work with, or on behalf of, children ages birth through grade three and their families.

Consultant: a professional who provides technical assistance to an early childhood program, for the purpose of quality improvement.

Core Knowledge Areas (CKAs): the body of knowledge that defines the early childhood profession

Credential: indicator of professional level of growth, a certificate/award that recognizes the recipient's qualifications and commitment to early childhood or an allied profession.

Credit-bearing: refers to a college course at an accredited institute of higher education.

Cultural Factors: family and professional's beliefs, traditions, values, and environmental factors that influence child and youth development.

Developmentally Appropriate Practices (DAP): the foundation for effective teaching, based on child and youth physical, cognitive, and social/emotional needs.

Documentation: third-party written evidence of qualifications in the form of official transcripts, copies of training certificates, professional development plans, letters signed by employers, and other evidence that demonstrates fulfillment of credential requirements.

Early Childhood (EC): used to describe the period of childhood from birth through age eight.

Environmental Factors: life conditions that influence child and youth development.

Environment Rating Scales (ERS): valid and reliable tools that measure process quality in child care settings. They include the Infant-Toddler Environment Rating Scale – 3 (ITERS-3), the Early Childhood Environment Rating Scale -3 (ECERS-3), the School Age Care Environment Rating Scale – Updated (SACERS – U) and the Family Child Care Environment Rating Scale – 3 (FCCERS-3).

Expired Credential: Each credential certificate includes an expiration date. A credential is considered expired if not submitted for renewal within 3 months after the expiration date.

Family Child Care (FCC): child care program where a provider cares for children within his/her own home, and may be licensed or license exempt.

Lattice: a framework of professional development criteria for credential levels/endorsements.

License Exempt: refers to a program, which is not licensed by the NH Child Care Licensing Unit (CCLU). A license exempt family child care provider may care for no more than three children other than his/her own, foster, or adopted children. Please refer to RSA 170-E3 for other exemptions or contact the CCLU.

MACTE: Montessori Accredited Council on Teacher Education <http://www.macte.org/>

Mentor: an individual who guides and supervises the professional development of an individual outside of the Mentor's program.

Ongoing Professional Development: documented face-to-face, and/or web-based early childhood workshops, conferences, coursework, and self-study that include evidence of content that focuses on the Core Knowledge Areas.

Practicum: a practice teaching experience conducted under the supervision of a classroom teacher and college faculty. Verification of practicum experience may be required.

Professional Activity: an activity in which one engages to give back to the early childhood community, which broadens one's own professional development.

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 experience to enhance this work (NAEYC & NACCRRA Early Childhood Education Professional Development: Training and Technical Assistance Glossary http://www.naeyc.org/GlossaryTraining_TA.pdf).

Professional Development Plan: a planning tool for professional growth. The plan begins with reflection and results in goal setting based on self-assessment using an Early Childhood competency tool.

Professionally Relevant: related to the field of early childhood through work with children and families.

Pyramid Model: a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development.

Quality Recognition and Improvement System (QRIS): a system that administers methods of assessment of the level of quality in early childhood programs, for the purpose of quality improvement and family and community engagement. New Hampshire's QRIS is titled Granite Steps for Quality (GSQ).

Reflective Practice: refers to the process of studying one's own teaching methods or professional practices and determining what works best for young children, youth, or adult learners. Reflective practice can help an individual to develop and grow professionally.

Self-Study: learning engaged in by oneself, with no direct supervision or attendance in training or class, for one's own knowledge, which is documented through written evidence of self-reflection.

Social Factors: societal influences that impact child and youth development.

Special Education (SPED): programs and practices designed to meet the unique needs of children whose mental ability, physical ability, emotional functioning, health status, etc. requires special teaching approaches, equipment, or care within or outside a regular classroom.

Technical Assistance (TA): specialized consultation provided to early childhood programs, to address specific challenges and improve overall program quality.

Work Experience: documented employment or practicum experience working with or on behalf of children and families.

Additional Glossary Resource:

Early Childhood Education Professional Development: Training and Technical Assistance
Glossary http://www.naeyc.org/GlossaryTraining_TA.pdf

Appendices



Appendix A

Acknowledgments

The NH Department of Health and Human Services (DHHS), Division of Economic and Housing Stability (DEHS) Bureau of Child Development and Head Start Collaboration (BCDHSC) is deeply grateful to the many dedicated professionals listed below who committed their time to participate in the revision of the NH Early Childhood Professional Development System credentials. Your collective voices have helped to ensure that professionals working in early childhood settings will have a positive impact on NH's programs, children and families, and communities.

- **Early Childhood Credential Revision Task Force**

- Jaime Calcagni Salagaj, NH DHHS, Division for Children, Youth and Families
- Jessica Carver, UNH Child Study and Development Center
- AnnMarie Censullo, NH DHHS, Division of Economic and Housing Stability
- Andrea Foster, NH DHHS, Division of Economic and Housing Stability
- Emma Heath Salerni, Preschool Development Grant, UNH
- Sarah Henry, Preschool Development Grant, UNH
- Jayme Hines, formerly of Keene State College
- Marti Ilg, NH DHHS, Division of Economic and Housing Stability
- Joan Izen, Preschool Technical Assistance Network
- Katelyn Karugu, formerly with SNHS, Child Care Aware of NH
- Claudette Mallory, NH DHHS, Division of Economic and Housing Stability
- Tessa McDonnell, Granite State College
- Diana Menard, NHTI – Concord's Community College
- Debra Nelson, NH DHHS, Division of Economic and Housing Stability
- Sarah Nelson, NH DHHS, Division of Economic and Housing Stability
- Tracy Pond, formerly with SNHS, Child Care Aware of NH
- Ivelisse Roy, Strafford County Head Start
- Lisa Strout, Rivier University

- **Writers/Editors**

- AnnMarie Censullo, NH DHHS, Division of Economic and Housing Stability
- Sue Foley, State Capacity Building Center, ICF (State Systems Specialist – Region 1)
- Andrea Foster, NH DHHS, Division of Economic and Housing Stability
- Emma Heath Salerni, Preschool Development Grant, UNH
- Claudette Mallory, NH DHHS, Division of Economic and Housing Stability
- Diana Menard, NHTI – Concord's Community College
- Debra Nelson, NH DHHS, Division of Economic and Housing Stability
- Sarah Nelson, NH DHHS, Division of Economic and Housing Stability
- Kris Tabor-Hall, SNHS, Child Care Aware of NH

- **Graphic Design**

- Jennifer Ganim-Smith, Great Bay Community College

The development of this guidebook was supported by funds from the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care, award #2201NHCCDF.

Appendix B

NH Early Childhood Credential Application

I. APPLICATION INFORMATION

Please enter the fee in the box to the left of each credential for which you are applying. Credential level is dependent on qualifications and will be determined by the Credentialing Specialist.

| | |
|----|---|
| \$ | NH Early Childhood Professional |
| \$ | NH Early Childhood Administrator |
| \$ | NH Early Childhood Professional Development Specialist (check all that apply) |
| | Trainer endorsement |
| | Mentor endorsement |
| | Consultant endorsement |
| | Coach endorsement |
| | Faculty endorsement |
| \$ | NH Early Childhood Infant and Toddler Endorsement* |
| \$ | TOTAL PAYMENT DUE |

- | | |
|--|---|
| <input type="checkbox"/> New Credential (\$15.00)/credential | <input type="checkbox"/> Change of Level (\$10.00)/credential |
| <input type="checkbox"/> Expired Credential (\$15.00)/credential | <input type="checkbox"/> Application for Renewal (\$10.00)/credential |
| <input type="checkbox"/> Credential Reprint (\$3.00) | |

* The **Infant & Toddler** endorsement is \$5.00

Please make checks payable to: Treasurer State of NH

II. PERSONAL INFORMATION

Name _____
(Please print your name **exactly** as you want it to appear on your credential)

Other name/s in which information may be received-maiden, etc.

Home Address:

City/State/Zip:

E-mail:

Primary Telephone: () -

Work Telephone: () -

FOR OFFICE USE ONLY:

Date Application Received: _____ Date Payment Received: _____ Check # _____

Check from: _____ Check amt: _____ Amount applied to app: _____

Credential Awarded: _____ Date: _____ Expires: _____

(Application continued on next page)

III. EDUCATIONAL HISTORY

- Coursework must be completed at an accredited institute of higher education
- A copy of your high school diploma or GED/HiSET/TASC may be required for some lattice levels
- All credit and degree requirements* must include a minimum of 3 credits focused on Child Growth and Development
- College course transcripts must arrive in a sealed envelope or electronically from the college registrar's office

**Please refer to lattices and "approved coursework" for reference*

| Secondary Education | Institution | City/State | Date of Completion |
|--|-------------|--------------------|----------------------|
| High School Diploma; or | | | |
| GED/HiSET/TASC | | | |
| | | | |
| Post-Secondary Education (College/Universities) | City/State | Date of Attendance | Degree(s) Awarded |
| | | | |
| | | | |
| | | | |
| Professional Credentials | City/State | Date Issued | Last Date of Renewal |
| | | | |
| | | | |

IV. EMPLOYMENT INFORMATION*

Name of Program/Employer:

Address:

City/State/Zip:

Phone number:

Program License #:

Full Time or Part Time hours:

Starting Date of Your Current Position:

V. WORK EXPERIENCE*

***Please attach your *updated* resume, including current position, and please enclose a letter from current and previous employer(s) verifying the following: employment dates, position held, hours worked per week, and ages of children in your care. You only need to document employment as required per credential work experience requirements.**

PLEASE NOTE: All supporting credential documentation must be received within 60 days of your initial credential application submission. Incomplete applications will be archived after 60 days. Should you re-apply for a credential, you will be required to resubmit all documentation, and the appropriate credential fees.

(Application continued on next page)

VI. ONGOING PROFESSIONAL DEVELOPMENT

Please attach copies of training certificates that include dates, length of training, and content in the Core Knowledge Areas. The presenter or host organization/agency must sign certificates. Or include your Training Transcript from the New Hampshire Connections Information System.

VII. PROFESSIONAL DEVELOPMENT PLAN – ATTACH DOCUMENTATION

All levels require a professional development plan based on self-assessment of competencies. Please refer to the appropriate lattice for the number of competencies required. Please contact the Credentialing Specialist with any questions at 603-271-4684.

VIII. PROFESSIONAL ACTIVITY UNITS – ATTACH DOCUMENTATION

All credentials except the Emerging Professional require professional activity units. Please refer to the appropriate lattice for the number of units required. A copy of the pages of the Professional Activities Matrix that contain activities completed must be attached along with the appropriate documentation. Please see Appendix F for the Matrix. Please contact the Credentialing Specialist with any questions at 603-271-4684.

The information presented in this packet is complete and accurate to the best of my knowledge.

Signature: _____ Date: _____

Please mail your completed application with materials to:

**DHHS/DEHS/Bureau of Child Development and Head Start Collaboration
ATTN: Credentialing Specialist
129 Pleasant Street
Concord, NH 03301**

Appendix C

Early Head Start Option

(For applicants to qualify for work in Early Head Start)

The following requirements are for **Early Head Start** only for the Infant and Toddler Credential Endorsement. Early childhood professionals who **qualify for** or **hold** (a) a valid NH Early Childhood Associate Educator credential, **and** (b) the Infant and Toddler Credential Endorsement may seek an **Early Head Start Option**. The Early Head Start Option is required of professionals to qualify for work in Early Head Start.

Candidates for the NH Early Childhood Associate Educator credential, Infant and Toddler Credential Endorsement and Early Head Start Option may submit these applications at the same time.

The following verification must be submitted for the Early Head Start Option:

- ☐ Documentation of a valid NH Early Childhood Associate Educator credential (*unless applying for this credential at the same time as the Early Head Start Option*)
- ☐ Documentation of the Infant and Toddler Credential Endorsement (*unless applying for this endorsement at the same time as the Early Head Start Option*)
- ☐ Verification* of completion of a resource binder;
- ☐ Verification* of completion of a parent opinion survey;
- ☐ Verification* of at least 3.5 hours of observation of the applicant in an infant and/or toddler setting was completed; and
- ☐ Verification* of completion of an additional 120 hours of professional development, which may be met through participation in coursework and/or a wide variety of training available in the field, including in-service. All formal education hours must be under the auspices of an institution of higher education, agency, or organization with expertise in early childhood teacher preparation. The education could be for college credit or for no credit.

*Verification may be a signed letter or direct email from a college faculty member or a credentialed Early Childhood Professional Development Specialist – holding a Trainer, Mentor, Consultant, Coach or Faculty endorsement, who has:

- Reviewed the documents and verified that the assignments were completed; and
- Directly observed the applicant working in an infant and/or toddler setting.

Appendix D

Professional Development Plan

The New Hampshire Infant and Toddler, Preschool and Early Childhood Workforce Specialized Competencies documents each include a self-assessment and professional development plan tool. The professional development plan included in those documents may be submitted with signatures* to meet the requirement for a professional development plan **or** the optional Professional Development Plan Template on the next page may be used.

Credential applicants may choose other approved competency tools that may or may not include professional development plan documents. The template on the next page may be used to complete the professional development plan based on self-assessment of competencies.

Your Professional Development Plan must be based on self-assessment of competencies and must be reviewed and signed and dated by the same person with whom you discussed action steps and your reflection. Remember to also sign and date the form.



Professional Development Plan Template

Name: _____

Title/Position: _____

Date of hire: _____ Hours per week: _____ Age group: _____

Competency Document Title: _____

Action plan for professional growth and development

| <u>Competency</u> <i>Result of self-assessment</i> | <u>Action Steps for Professional Growth/ Development</u> <i>What steps will you take to increase your competency?</i> | <u>Resources Needed</u> | <u>Goal Date</u> | <u>Date completed</u> | <u>Evidence of Accomplishment</u> |
|--|--|-------------------------|------------------|-----------------------|--|
| <u>Example</u> <i>I learned that communication with families is a challenge for me.</i> | <i>I will seek out a mentor and observe how the mentor communicates with families.</i> | <i>Mentor</i> | <i>2/1/2023</i> | <i>1/25/2023</i> | <i>Mentor observation of my interactions with families and written feedback from my mentor</i> |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Applicant Signature: _____

Date: _____

Reviewed By: _____

Date: _____

Appendix E

TRANSCRIPT REQUEST FORM (Mail to college, not to Credentialing Specialist)

To (Name of College/University): _____

Date: _____

This is a formal request that a signed and sealed official transcript for the student listed below, whether former or current, be forwarded to the address at the bottom of the page. Please enclose a transcript key to assist in the evaluation of credits.

Student Current Name: _____

Other name(s) under which transcript might be found: _____

Student Current Address: _____

Social Security Number: _____

Dates attended/Tests taken: _____

Student Signature: _____ **Date:** _____

Attention Registrar's Office: Please mail transcripts to:

**DHHS/DEHS/ Bureau of Child Development and Head Start Collaboration
ATTN: Credentialing Specialist
129 Pleasant Street
Concord, NH 03301**

Appendix F

Professional Activities

Professional Activities (PA) demonstrate an Early Childhood (EC) professional's expertise and commitment to the field. These activities may occur on the individual level or as part of a larger organization.

Professional activities:

- Recognize credential applicant's value of their contributions to the Early Childhood field
- Increase the knowledge of everyone involved in Early Childhood including professionals, children, and families; and
- Increase the knowledge within the greater community about the impact of Early Childhood Education

Each credential lattice includes requirements for professional activity units. The list below is not a comprehensive list. If you are participating in other EC professional activities, please submit the New Hampshire Early Childhood Professional Development System "Professional Activities Documentation Form", found immediately after the Matrix. The Credentialing Specialist will consider the submission and, if approved, assign units.

Number of professional activity units that must be completed for each credential:

| Credential Title | Number of PAUs for initial application | Number of PAUs for renewal application |
|---|--|--|
| Early Childhood Associate Educator | 1 | 3 |
| Early Childhood Educator I | 2 | 6 |
| Early Childhood Educator II and Early Childhood Educator III | 3 | 9 |
| Early Childhood Administrator I and II | 4 | 12 |
| Early Childhood Professional Development Specialist - all endorsements | 4 | 12 |

Early Childhood Core Knowledge Areas (CKA) and Professional Activities Matrix

Please submit the pages of the Matrix that contain the activities for which you are providing documentation with your application.
Circle the number of units corresponding to those activities.

| CKA 1: Developing as a Professional | | |
|---|--|---|
| Title of Activity | Suggested Documentation | Units |
| Hold current membership in an appropriate local, state or national organization, i.e.: NAEYC; ELNH; NAFCC; NHAIMH; ASCD; NAECTE | Copy of membership card or certificate | 1 |
| Attend an advocacy meeting or event for EC policy or actively advocate for EC policy (contact legislators, invite legislators to visit or testify) | Agenda and short reflection on the meeting or documentation of advocacy (letter to legislators etc.) | 1 |
| Participate in the Child and Adult Care Food Program (CACFP) as a Family Child Care provider | Letter from the CACFP Sponsor | 1 |
| Attend a professional organization meeting (virtual or in-person) | Certificate of attendance, copy of meeting minutes or other documentation of confirmed attendance | 1 |
| Complete a Professional Portfolio (Not for CDA submission) | Table of contents or letter from peer reviewer | 1 |
| Volunteer in the Early Childhood field (child related agencies, child care programs, etc.) | Certificate or letter from the organization leadership | 1* or 3** *One time ** Ongoing |
| Attend a local, state or national conference | NHCIS Registry Training Transcript or certificate from sponsoring agency if not in the Registry | 1*-3** *Less than or equal to 1 day ** Greater than 1 day |
| Prepare and present an in-service training or workshop for EC staff, parents, support groups, or college students, etc. | Documentation from training (agenda, participants, certificate of attendance) | 3 |
| Be an active committee member of an appropriate local, state, regional or national professional organization. Serve on a professional conference planning committee | Agenda and meeting minutes or letter from the organization's leadership documenting participation | 3 |
| Supervise students placed by a high school (1 semester) | Letter from high school placement teacher | 3 |

| CKA 1: Developing as a Professional | | |
|---|---|-------|
| Title of Activity | Suggested Documentation | Units |
| Serve as a volunteer mentor to another early childhood professional or program (cannot count towards Mentor Credential or be a job requirement) | Certificate or letter from program director (or peer if program director) | 3 |
| Contribute to or edit written content for a professional publication. | Copy of the page in the publication documenting your contributions | 3 |
| Actively participate in a relevant task force or advisory group. | Letter from the chair of the task force or advisory group documenting participation | 3 |
| Convene/attend monthly staff meetings on an ongoing basis that have training components** | Attendance list/agenda | 3 |
| Complete the NH Business Management and Director Training Collection (13 trainings) in ProSolutions** | NHCIS Training Transcript | 3 |
| Complete the Family Child Care Training Collection (10 trainings) in ProSolutions** | NHCIS Training Transcript | 3 |
| Serve on the accreditation committee of your EC program to achieve or maintain national program accreditation. | Letter from program director (or peer if program director) documenting your role | 3 |
| Apply for state or federal funding | Copy of award letter | 3 |
| Receive and administer a grant to support your EC program. | Letter from program director (or peer if program director) documenting your role and grant name | 3 |
| Participate as a reviewer for EC request for proposals (RFP's), grants, etc. | Letter from program director (or peer if program director) documenting your role | 3 |
| Hold a volunteer leadership position in a professional organization at the local level | Certificate, letter, or documentation indicating position from the organization's leadership | 6 |
| Supervise student teachers officially placed by a college or university (1 semester) | Letter from college placement teacher | 6 |
| Participate in a national Peer Learning Community (PLC) on a voluntary basis | Letter from organization documenting your participation | 6 |
| Direct a program through EC national accreditation process | Letter from program director (or peer if program director) documenting your role | 6 |

| CKA 1: Developing as a Professional | | |
|---|---|-------|
| Title of Activity | Documentation | Units |
| Apply for and achieve a higher quality designation (QRIS) | Letter from program director (or peer if program director) documenting your role | 6 |
| Assist staff through completion of their credential applications | Letter from program director (or peer if program director) documenting your role and a list of the staff you assisted | 6 |
| Create a Program Systems/Operations Manual of policies and procedures for your organization [an important component for the Continuity of Operations Plan (COOP)] | Letter from program director (or peer if program director) documenting your role in the completion of the Manual | 6 |
| As a license exempt Family Child Care provider, apply for a child care license | Copy of child care license | 6 |
| Other: | | |

| CKA 2: Building Family & Community Relationships | | |
|---|--|-------|
| Title of Activity | Documentation | Units |
| Design a family survey seeking input about your program's policies, procedures, aspects of quality | Copy of survey signed by program director (or peer if program director) | 1 |
| Use the family survey results to create an action plan incorporating family feedback | Copy of action plan | 1 |
| Conduct the Strengthening Families Program Assessment | Copy of assessment results | 1 |
| Implement the Strengthening Families Protective Factors utilizing the Strengthening Families Program Assessment results | Copy of the Action Plan | 3 |
| Include families' cultures into your curriculum plans and implement the plans in your classroom | Copy of curriculum planning sheet with family inclusion, photos, written observations, reflections on how well this worked | 3 |
| Organize a community event related to Early Childhood such as the Week of the Young Child | Copy of flyer, registration list, newspaper article signed by program director (or peer if program director) | 3 |
| Take ProSolutions trainings on Strengthening Families** | NHCIS Training Transcript or certificates of completion | 3 |
| Other: | | |

| CKA 3: Teaching & Learning | | |
|---|--|-------|
| Title of Activity | Documentation | Units |
| Create a curriculum plan based on observations of the children in your space. | Copy of written plan | 1 |
| Complete an Environment Rating Scale (ERS) self-assessment in your classroom using the age appropriate ERS tool | Copy of the ERS results page | 1 |
| Participate in/plan collaborative planning time for the teachers in your program | Documentation of planning time notes | 1 |
| Implement recommendations from supports and services agencies (Early Supports & Services, PTAN, etc.) | Reflection on what the recommendation was, how the recommendation was implemented and what the result was (benefit to child and program) | 3 |
| Implement results of ERS self-assessment in your classroom | Pictures of space with ERS scores, self-reflection | 3 |
| Other: | | |

| CKA 4: Promoting Child Growth & Development | | |
|--|---|-------|
| Title of Activity | Documentation | Units |
| Create classroom displays that make children's learning visible | Letter from program director (or peer if program director) documenting your work | 1 |
| Implement literacy/language skills throughout learning environment | Pictures of literacy/language use in classroom (leveled shelves, literacy boards, etc.) | 1 |
| Be a member of your organization's Joint Loss Management Committee (JLMC) (The JLMC is a requirement of the NH Department of Labor for employers with 15 or more employees) | Letter from program director (or peer if program director) documenting your role | 1 |
| Work on the annual NH Department of Labor Safety Summary Form (required for all employers with 15 or more employees) | Letter from program director (or peer if program director) documenting your role | 1 |
| Complete the NH Child Care Licensing Unit Playground Safety Self-Inspection Checklist | Letter from program director (or peer if program director) documenting your role | 1 |
| Take FEMA online training - Preparedness for Child Care Providers: https://training.fema.gov/is/courseoverview.aspx?code=IS-36.a ** | Certificate of Attendance | 1 |
| Take FEMA online training - Introduction to the Incident Command System, ICS 100: https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c ** | Certificate of Attendance | 1 |

| CKA 4: Promoting Child Growth & Development | | |
|---|--|-------|
| Title of Activity | Documentation | Units |
| Take the ProSolutions training on Eco Healthy Child Care and implement strategies to mitigate hazards** | Certificate of Attendance and Letter from program director (or peer if program director) documenting your activities to mitigate hazards | 1 |
| Implement curriculum plan based on observation of the children in your classroom | Documentation of plan being implemented | 3 |
| Use the results on the ERS self-assessment to implement changes in the classroom | Provide a brief description of the changes that were made | 3 |
| Participate in revising your program's Emergency Operations Plan (EOP) | Letter from program director (or peer if program director) documenting your role | 3 |
| Plan and host a family night to review your program's Emergency Operations Plan (EOP) | Flyer from the event signed by program director (or peer if program director) | 3 |
| Administer the Child and Adult Care Food Program (CACFP) in your program | Letter from program director (or peer if program director) documenting your role | 3 |
| Other: | | |

| CKA 5: Observing, Documenting & Assessing | | |
|--|---|-------|
| Title of Activity | Documentation | Units |
| Implement the use of developmental screening tools in the program | Copy of ASQ scoring page with child's name redacted | 3 |
| Implement classroom staff meeting time to reflect on classroom observations | Letter from program director documenting this work has been completed | 3 |
| Attend a child's IFSP/IEP or 504 meeting and implement strategies to addresses the child's needs | Copy of letter from the meeting documenting attendance and brief reflection on the implementation of the strategies | 6 |
| Create and implement a behavior plan that addresses a child's challenging behavior | Letter from program director documenting this work has been completed | 6 |
| Create, implement, and maintain individual child portfolios | One page of a child's portfolio, excerpt from program handbook or newsletter explaining the program uses portfolios | 6 |
| Other: | | |

* Please redact all identifying family/child information from documentation submitted. If photos are submitted, please secure photo release forms from families/staff. These do not need to be submitted with your credential application.

** Trainings taken for PAs must be in addition to the required Professional Development (PD) hours submitted for the credential (trainings cannot be counted as PD hours and PAs)

Professional Activities Documentation Form

Please complete this form for professional activities that are not listed on the PA Matrix (pages 34-38). Please attach any additional appropriate documentation (copy of certificate, brochure, photograph, etc.) *The Credentialing Specialist will review your request and, if approved, assign units.*

| | |
|---------------------------|--------------|
| Title of Activity: | |
| Location: | |
| Date: | Time: |

1. Please mark the Core Knowledge Area(s) that this activity addressed:

| | |
|--------------------------|---|
| <input type="checkbox"/> | Developing as a Professional |
| <input type="checkbox"/> | Building Family & Community Relationships |
| <input type="checkbox"/> | Teaching & Learning |
| <input type="checkbox"/> | Promoting Child Growth & Development |
| <input type="checkbox"/> | Observing, Documenting & Assessing |

2. Provide a brief explanation of the activity in which you participated:

3. List 2 ways that this activity provided opportunity for your own professional growth in the early childhood field:

4. List up to 3 ways in which your involvement in this activity either gave back to the greater early childhood community and/or improved the quality of your early childhood program. (Please note that activities that serve only marketing purposes for programs or organizations are not considered professional activities for the purpose of awarding PAU's):

Signature of verification*: _____

Date: _____

Signature of applicant: _____

Date: _____

**A supervisor, employer, or other leader in the field can complete signatures of verification*

Appendix G

Coach Competency Supervisor Feedback Form

Please use this form to assess the skill level of each competency of the Coach Endorsement candidate*.

Directions: Circle the level of observed ability in each area using the following scale or place N/A in “Comments” if skill has not been observed

5 = Expert - extensive experience in the skill area

4 = Proficient - practiced experience in the skill area

3 = Competent – more experience in the skill area

2 = Advanced Beginner – considerable experience in the skill area

1 = Novice – emerging, but may not have experience in the skill area

*Coach Endorsement candidate will use this feedback to create a PD plan to refine skills in four competency areas using one of the [NH Specialized Competencies](#). All skills on this document must be rated by a supervisor and the form must accompany the credential application.

| Competencies | Skills | Rating | | | | | Comments |
|-------------------|---|--------|---|---|---|---|----------|
| Ethical Standards | Understands and consistently applies a Code of Ethical Conduct ¹ | 5 | 4 | 3 | 2 | 1 | |
| | Exercises cultural humility ² and responsiveness | 5 | 4 | 3 | 2 | 1 | |
| | Demonstrates professional conduct | 5 | 4 | 3 | 2 | 1 | |
| | Maintains confidentiality of data and other information collected as part of the coaching process | 5 | 4 | 3 | 2 | 1 | |

¹ Example of relevant ethical standards which include, but are not limited to, the American Medical Association, American Public Health Association, National Education Association, Association for the Education of Young Children, National Association of Social Workers, and National Association of Special Education Teachers.

² “A lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but one starts with an examination of her/his own beliefs and cultural identities.” <https://hogg.utexas.edu/3-things-to-know-cultural-humility#:~:text=The%20National%20Institutes%20of%20Health,first%20coined%20in%201998%20by>

| Competencies | Skills | Rating | | | | | Comments |
|---|---|--------|---|---|---|---|----------|
| Communication Skills | Establishes and maintains trusting and collaborative partnerships | 5 | 4 | 3 | 2 | 1 | |
| | Uses effective questioning and both supportive and constructive feedback | 5 | 4 | 3 | 2 | 1 | |
| | Remains focused, observant, empathetic and responsive within partnership interactions | 5 | 4 | 3 | 2 | 1 | |
| | Reflects or summarizes what is communicated to ensure clarity and understanding | 5 | 4 | 3 | 2 | 1 | |
| | Uses appropriate and responsive tone, body language, and words to express messages | 5 | 4 | 3 | 2 | 1 | |
| | Provides clear, articulate, and direct communication of objectives, feedback, and recommendations | 5 | 4 | 3 | 2 | 1 | |
| | Demonstrates ability to explain basic components of implementation science | 5 | 4 | 3 | 2 | 1 | |
| Evidence-Based Coaching Model | Creates effective coaching agreements and schedules | 5 | 4 | 3 | 2 | 1 | |
| | Co-designs individualized goals and action plans that integrate and expand new learning | 5 | 4 | 3 | 2 | 1 | |
| | Conducts focused, direct observations around targeted practices | 5 | 4 | 3 | 2 | 1 | |
| | Possesses skills in assessment and documentation while facilitating learning and growth | 5 | 4 | 3 | 2 | 1 | |
| | Supports reflection and provides feedback to practitioner | 5 | 4 | 3 | 2 | 1 | |
| | Identifies effective and evidence-based strategies related to successful coaching experiences | 5 | 4 | 3 | 2 | 1 | |
| Ongoing Professional Development | Seeks further education to build upon own coaching skills | 5 | 4 | 3 | 2 | 1 | |
| | Maintains an awareness of current research and incorporates it into coaching practices | 5 | 4 | 3 | 2 | 1 | |
| | Hones and refines coaching skills through self-assessment and collaborative reflection with other coaches | 5 | 4 | 3 | 2 | 1 | |

Likert Scale scoring adapted from "Five Stages of Skill Acquisition" found here:

<https://www.rebeccawestburns.com/my-blog-3/notes/five-stages-of-acquiring-expertise-novice-to-expert>

Coach Endorsement Candidate Signature _____ Date _____

Supervisor Signature _____ Date _____

Appendix H

NH Early Childhood Professional Development System Initial Credential Application Checklist

Credential Application

- ☐ Completed, signed NH Early Childhood Credential Application
- ☐ Check made payable to: Treasurer, State of NH
- ☐ Updated resume

Education

- ☐ Copy of high school diploma or GED/HiSET/TASC if required for credential level
- ☐ **Official copy*** of college transcript(s)
- ☐ Copy of MACTE I/T or EC credential if applicable

**Official transcripts must be sent directly, in a sealed envelope, to the Bureau of Child Development and Head Start Collaboration from the college(s) and/or school(s) you attended or electronically sent from your college registrar's office directly to the Credentialing Specialists email, credentialme@dhhs.nh.gov; use appendix E to request transcripts if necessary.*

Early Childhood Work Experience

- ☐ Letter*, on letterhead, from current and previous employer(s) verifying date of hire, position title, average number of hours worked per week, age of children in care, and last date of employment if applicable (You only need to go back as far as required per lattice)
- ☐ Letter(s)* verifying practicum or internship from supervising teacher (only required for Early Childhood Educator II if that option is chosen)

The individual writing letters of work experience verification must include their contact information and sign the letter; **unsigned letters will not be accepted.*

Ongoing Professional Development

- ☐ 12, 18 or 24 hours* of ongoing training from within the past twelve months (Submit copies of certificates of attendance and/or your training transcript from the NH Connections Information System and self-study forms that include date and time. Self-study is not to exceed a maximum of 6 hours/year. Self-study documentation forms may be found at <https://www.nh-connections.org/uploads/2021/09/Printable-Self-Study-Sheet.pdf>)

**Early childhood coursework can be applied toward ongoing training requirements; you must submit your official transcripts.*

Professional Development Plan based on self-assessment of competencies

- ☐ Please submit the signed* professional development plan. Refer to Appendix D of the ***New Hampshire Early Childhood Professional Development System Guidebook, August 2022***, for more information about the Professional Development Plan based on self-assessment of competencies.

**The plan must be signed and dated by both the applicant and the reviewer.*

Professional Activity Units

- ☐ Please submit the pages of the Professional Activities Matrix on which you have activities, along with the required supporting documentation. The Professional Activities Matrix can be found on pages 34-38 of the ***New Hampshire Early Childhood Professional Development System Guidebook, August 2022***, Please direct all questions to the Credentialing Specialist at: 603-271-4684

Appendix I

NH Early Childhood Professional Development System Renewal Credential Application Checklist

Credential Application

- ☐ Completed, signed NH Early Childhood Credential Application
- ☐ Check made payable to: Treasurer, State of NH
- ☐ Updated resume

Education, & Specialized Coursework

- ☐ Copy of high school diploma or GED/HiSET/TASC if required for credential level (*if not already on file*)
- ☐ **Official copy*** of college transcript(s) (*if renewing, only submit updated, official transcripts for coursework completed since last application, if you have already submitted transcripts, you do not need to resubmit*)

**Official transcripts must be sent directly, in a sealed envelope, to the Bureau of Child Development and Head Start Collaboration from the college(s) and/or school(s) you attended or electronically sent from your college registrar's office directly to the Credentialing Specialists email, credentialme@dhhs.nh.gov; use appendix E to request transcripts if necessary.*

Early Childhood Work Experience

- ☐ Letter(s)*, on letterhead, from previous employers verifying date of hire, position title, average number of hours worked per week, age of children in care, and last date of employment (*Only if it is not already on file or if you are attempting to move up a level that requires additional work experience*)
- ☐ Letter(s)* verifying practicum or internship from supervising teacher (*only if required to meet specific work experience requirements*)

**The individual writing letters of work experience verification must include their contact information and sign the letter. Unsigned letters will not be accepted.*

Ongoing Professional Development**

- ☐ 36, 54 or 72 hours (please see specific lattices for number of hours for your credential) of ongoing training over the 3-year renewal period (6 hours of self-study per year is accepted)
(*Submit copies of all certificates from trainings and/or your training transcript from the NH Connections Information System and self-study forms that include date and hours. Self-study is not to exceed a maximum of 18 hours. Self-study documentation forms may be found at <https://www.nh-connections.org/uploads/2021/09/Printable-Self-Study-Sheet.pdf>*)

***Current early childhood coursework in which you are enrolled can be applied toward ongoing training requirements; you must submit your official transcripts.*

Professional Development Plan based on self-assessment of competencies

- ☐ Please submit the signed* professional development plan and completed self-assessment action step pages. Refer to Appendix D of the ***New Hampshire Early Childhood Professional Development System Guidebook, August 2022***, for more information about the Professional Development Plan based on self-assessment of competencies.

**The plan must be signed and dated by both the applicant and the reviewer.*

Professional Activities Matrix

- ☐ Please submit the pages of the Professional Activities Matrix on which you have activities, along with the required supporting documentation. The Professional Activities Matrix can be found on pages 34-38 of the ***New Hampshire Early Childhood Professional Development System Guidebook, August 2022***. Please see the lattice for the required number of activities for the credential for which you are applying.

Appendix J

Resources for Early Childhood Professionals

State

Child Care Aware® of NH

<https://www.nh-connections.org/>

Early Learning New Hampshire

2 Delta Drive, Concord, NH 03301

Phone: (603) 226-7900

<https://earlylearningnh.org/>

NH Council for Thriving Children

New Hampshire's Early Childhood Advisory Council

<https://councilforthrivingchildren.org/>

NH DHHS, Child Care Licensing Unit

129 Pleasant St., Concord, NH 03301

(603) 271-9025

<https://www.dhhs.nh.gov/programs-services/childcare-parenting-childbirth/child-care-licensing>

NH DHHS, Division of Economic and Housing Stability

Bureau of Child Development and Head Start Collaboration

129 Pleasant St., Concord, NH 03301

(603) 271-4242

<https://www.dhhs.nh.gov/programs-services/childcare-parenting-childbirth/child-development-head-start-collaboration>

Preschool Technical Assistance Network (PTAN)

P.O. Box 1243

Concord, NH 03302

Phone: 603-865-7145

joan.izen@gmail.com

<https://www.pyramidmodel.org/affiliate/new-hampshire/>

National

Center on the Developing Child at Harvard University

50 Church Street, 4th Floor

Cambridge, MA 02138

Phone: (202) 371- 1565

<http://developingchild.harvard.edu/>

Center for the Study of Social Policy Strengthening Families

1575 Eye Street NW, Suite 500

Washington, D.C. 20005

Phone: (202) 371- 1565

<http://www.cssp.org/reform/strengthening-families>

Center on the Social and Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/>

National Association for the Education of Young Children (NAEYC)

1401 H St., NW Suite 600, Washington, DC 20005

Phone: (800) 424-2460

<http://naeyc.org>

National Association for Family Child Care

1743 W. Alexander St., Salt Lake City, UT 84119

www.nafcc.org

ProSolutions

<https://www.prosolutionstraining.com/nh/index.cfm>

The Pyramid Model Consortium

400 W. Broadway Street, Ste 101-507

Missoula, Montana 59802

<https://www.pyramidmodel.org/>

Zero to Three National Center for Infants, Toddlers, and Families

1255 23rd Street, NW, Suite 350

Phone: (202) 638-1144

www.zerotothree.org