

# Power to the Profession

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DECISION CYCLES 3, 4, AND 5: SPECIALIZATIONS, COMPETENCY ATTAINMENT SOURCE, QUALIFICATIONS AND PATHWAYS

DRAFT 1: February 2, 2018

## NATIONAL TASK FORCE MEMBERS

1. AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES
2. AMERICAN FEDERATION OF TEACHERS
3. ASSOCIATE DEGREE EARLY CHILDHOOD TEACHER EDUCATORS
4. CHILD CARE AWARE OF AMERICA
5. COUNCIL FOR PROFESSIONAL RECOGNITION
6. DIVISION FOR EARLY CHILDHOOD OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
7. EARLY CARE AND EDUCATION CONSORTIUM
8. NATIONAL ASSOCIATION FOR FAMILY CHILD CARE
9. NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
10. NATIONAL ASSOCIATION OF EARLY CHILDHOOD TEACHER EDUCATORS
11. NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
12. NATIONAL EDUCATION ASSOCIATION
13. NATIONAL HEAD START ASSOCIATION
14. SERVICE EMPLOYEES INTERNATIONAL UNION
15. ZERO TO THREE

## Foreword

Welcome to Decision Cycles 3, 4, and 5! If you're here, you've already taken an important step towards making sure your critical voice is heard in the Power to the Profession process.

The following document outlines the aspirations of the Power to the Profession Task Force related to qualifications, specializations, and pathways for the future of the early childhood education profession. The recommendations included here are designed to do nothing less than transform the complex and heavily fragmented early childhood field as it exists today into a coherent profession in the future.

You are the most important part of this conversation, and the Power to the Profession Task Force invites you to dive in to this document and Decision Cycles, using the links in the Table of Content to navigate. As you read and reflect, please prepare to share your thoughts and feedback. Visit [www.NAEYC.org/profession](http://www.NAEYC.org/profession) for more information, updates, and opportunities.

We thank you for your engagement, and we are thrilled to have your perspective to help guide the Power to the Profession, an initiative to advance early childhood educators as a more defined, unified, and supported profession.

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## Invitation from the Power to the Profession Task Force

Dear Early Childhood Educator,

This is your time. This is your profession. There is a place for you here. We invite you to contribute your expertise and passion, and join us on this journey to create a shared vision and define the structure of our profession.

As you know, we have recently seen a powerful combination of research on the importance of both early brain development and early investments in our nation’s young children. This important evidence is helping our nation gain a new understanding about the critical need to expand access to high-quality early childhood education for children birth through age eight.

Yet efforts to improve the quality of early childhood education that do not focus on early childhood educators have and will continue to fall short of their goals.

The competencies and compensation of the adults with whom children build their sustaining and supportive relationships are key to ensuring quality experiences for young children, and to unlocking the resulting short and long-term individual and community benefits. We simply cannot achieve high-quality early childhood education without an explicit and sustained focus on early childhood educators.

What is different about [Power to the Profession](#), an initiative designed to define the early childhood profession by establishing a unifying framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation? What drives this initiative, day in and day out? As fifteen national organizations representing and engaging with large numbers of early childhood educators, we have committed to seeing this initiative through to the successful development of a unifying framework. In July 2017, we adopted the following guiding principles:

1. We commit to conducting our work to the benefit of each and every child and their families.
2. We will intentionally and equitably advance a profession that reflects the diversity of the children and families the profession supports.
3. We will define the profession based on roles and responsibilities and the mastery of specialized knowledge, skills, and competencies, and accountability to its standards regardless of settings.
4. The voices of the profession will lead our deliberation.
5. We will take into account what exists, and imagine what could be.
6. We will ask questions and strive to understand.
7. We will rely on science and research and use evidence.
8. In building a unified profession, we will acknowledge the commonalities among professions.

### Power to the Profession: Core Motivations

When expanded, these guiding principles become the core motivating factors that form and inform our work:

1. *Focus on Children and Families*

The initiative is focused on advancing the early childhood education profession because it is the best and most effective way to **improve outcomes for children and families**.

2. *Advance Social and Racial Justice*

The scope of this initiative, spanning across all states and settings, and across the entire birth through age eight workforce, is reflective of and rooted in a **social and racial justice** approach that emphasizes increased respect and recognition, along with equitable, comparable compensation.

3. *Encourage Self-Governance*

**Early childhood educators are experts in their own practice**, and they, not elected officials or policymakers, need to be the ones in informing and directing the work to shape and define this profession.

4. *Grow Diversity and Equity*

Maintaining and growing a **diverse and equitable profession** is a key priority. As such, the initiative is required to put forth solutions in content, structure, and policy design and implementation that directly address structural, institutional, and individual biases and barriers.

5. *Learn from Other Professions*

It is important for the early childhood education profession to **be a profession**—meaning that it must be structured like other professions (nursing, architecture, social work, etc.)—with one critical caveat. There are times when other professions have, by their own admissions, gotten it wrong, namely, when it comes to the integration and prioritization of diversity and equity. With this in mind, we believe it is more important for the early childhood education profession to be **different and right than the same and wrong**.

6. *Empower the Collective*

The early childhood field is strongest when we are united. This is a **collective, collaborative** initiative for early childhood educators across all settings serving children birth through age eight, and we know that “united we stand, divided we fall.”

7. *Guarantee an Inclusive Approach*

Intentional inclusivity lessens unintended consequences. In other words, **all voices need to be at the table** to get this right in a way that positively impacts the ability to recruit, support, and retain diverse educators inclusive of, but not limited to, race, ethnicity, culture, national origin, language, gender, socio-economic status, age, sexual identity, and disability. In addition, the unified framework for the early childhood education profession includes all settings—for profit and non-profit child care, family child care homes, Head Start, schools, and military child care—which means voices from all of these settings can and must be included in the decision-making processes.

8. *Emphasize Compensation*

Low compensation undermines quality. Power to the Profession’s ultimate goal is to achieve significant and sustained public investments that are directed towards the **education and compensation** of the early childhood profession.

9. *Ensure Clarity*

Increased public investment in the profession requires a clear answer to policymaker questions about earnings and career pathways. There must be **clarity about who early educators are, who early educators want to be**, and **what early educators will be accountable for** because of public investment.

10. *Be Mindful of the Balance*

As the theoretical framework and the implementation strategies develop, there must be a delicate balance between flexibility and consistency; inclusivity and exclusivity; and **the profession as it is in the present and the one being built for the future**. The implementation efforts will reflect an upfront commitment to pathways for getting from here to there.

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Building on the tireless efforts of allies and advocates across the decades, Power to the Profession is aligned with, supportive of, and supported by previous and current efforts to meaningfully advance the profession. By working with national and state organizations—and most importantly, with you, as individuals in this field—to establish a unifying framework for career pathways, knowledge and competencies, qualifications, standards and compensation, Power to the Profession will lead to the thoughtful implementation of a robust policy and financing agenda.

On the following pages, you will find context-setting information about Power to the Profession’s timeline and decisions to date, critical questions being addressed within each cycle, and a study guide that addresses the key concepts in the document. Together, these resources will help illustrate the rationale for a proposed structure of the future profession and recommendations to answer such questions as:

- What preparation should be required to become an effective early childhood educator? Where should this preparation occur? What should the differences be between levels of preparation?
- How many professional designations or levels should there be in the early childhood education profession? What should these designations mean?
- Should the early childhood education profession have specializations? When and why should individuals specialize?

## Join the Conversation

This document contains our best thinking to date on these questions and the Power to the Profession Task Force eagerly and enthusiastically seeks your input and feedback on the proposed recommendations. We know the proposals are complex, the accompanying documents are long, and we hope you will take the time you need to think critically about this work, engage with stakeholders who are important to you, develop in-depth feedback, and consider the following documents and recommendations in the context of your life and work.

In addition, we want to make a special note about how we will work to ensure that the deliberations around the Power to the Profession are informed by, and reflective of grassroots perspectives that capture the full range of the diversity of the early childhood workforce.

Power to the Profession is deeply committed to intentionally and equitably advancing a profession that reflects the diversity of the children and families the profession supports. We recognize, however, that to date, participation in the feedback processes has not fully reflected this diversity. We are therefore pleased to announce that as a member of this Task Force, NAEYC has sought—and recently received—funding to support intentional strategies, such as targeted and facilitated small group conversations, translation of materials, and more significant partnerships with trusted allies in diverse communities, to ensure that diverse perspectives inform the decision making processes. These strategies are being put into place with urgency, and we anticipate that they will be a meaningful part of the opportunities for feedback on the current and upcoming Decision Cycles.

We need to hear from you. To learn more about how and when you can share your voice, visit [www.NAEYC.org/profession](http://www.NAEYC.org/profession), or reach out to any of us on the Task Force.

Draft – Decision Cycles 3, 4, 5

We deeply appreciate your time, expertise, and willingness to join us in grappling with these critical questions. We collectively look forward to your thoughts and recommendations as we gather feedback on this important set of Decision Cycles.

With gratitude,

American Federation of State, County and Municipal Employees  
American Federation of Teachers  
Associate Degree Early Childhood Teacher Educators  
Child Care Aware of America  
Council for Professional Recognition  
Division for Early Childhood of the Council for Exceptional Children  
Early Care and Education Consortium  
National Association for Family Child Care  
National Association for the Education of Young Children  
National Association of Early Childhood Teacher Educators  
National Association of Elementary School Principals  
National Education Association  
National Head Start Association  
Service Employees International Union  
ZERO TO THREE

## How does Power to the Profession Work?

Power to the Profession’s holistic approach requires a wide and deep net of engagement and responsiveness. The National Task Force, comprised of fifteen national organizations that represent large numbers of early childhood educators, system-level stakeholders, and the individual members of the field make up the three-legs of support for Power to the Profession.

All fifteen Task Force organizations and their members are equally invested in informing, owning, and advancing the unified framework developed through this iterative process. In addition, individual members and stakeholder organizations provide direction, criticism, feedback, and recommendations used to shape the unifying framework and to fully consider its implications, including unintended consequences. This initiative will only succeed with the guidance, partnership, and bold leadership of the individual members of the field, the Task Force and the Stakeholder organizations.

The Task Force has been convened through December 2018. In January 2018, the Task Force will begin strategic discussions about roles, responsibilities and implementation beyond 2018.

## What is the timeline?

January 2017 - December 2018: Define the Profession with a Unifying Framework

- Members of the profession and field, broadly defined, and their representatives will **develop and own a unifying framework** that defines major components of the early childhood education profession.
- Members of the profession will begin laying the groundwork for the **implementation of the unifying framework** by working collectively with educators, advocates, and policymakers to identify opportunities to build and strengthen key relationships.

Beginning 2019: Plans to Grow and Advance the Profession with Aligned Policy and Funding

- Members of the early childhood education profession, as defined in the unifying framework, along with stakeholders and partners, intend to lead a **robust policy and financing agenda** to ensure that the framework is reflected in state and federal policies that govern the practice of early childhood educators. While it may take years to fully implement the framework in state and federal policies, the early childhood education profession will leverage strategic opportunities to systematically bring the profession closer to our goal.
- Launch of a **public awareness campaign** so that the general public understands the critical role early childhood educators play in society and are prepared join us in making the case for increased public funding.

Ongoing: Enhance the Profession with Continuous Improvements to the Unified Framework

- The future early childhood education profession, as a collective, will continue to own and govern the profession. As such, the profession will continuously review and reflect on the unifying framework to ensure that it is **aligned with current research, practice, implementation realities**, and the continuously evolving early childhood education landscape.

## An Important Note on Implementation

In implementing the framework, we will honor the existing early childhood education workforce by creating exemption policies, pathways, and timeframes that serve as a bridge from our present to our future. There will be times when priorities will compete with one another, and it will be up to the collective, in keeping with the stated principles, to strategically determine which policies to support and advance, for whom, and in what order.

Nothing in these recommendations should be taken to indicate, however, that Power to the Profession intends to advocate for implementation of recommendations without sufficient funding to achieve its goals. Though early childhood educators, as defined through Power to the Profession, are unlikely to receive compensation commensurate with their skills, knowledge, and competencies on January 1, 2019, each policy decision we collectively push will be part of a methodical, strategic, and coordinated approach toward that goal.

In the meantime, we will not advocate for increased educational requirements without advocating for funding to provide requisite supports and attendant compensation. We will not advocate for new regulations without advocating for funding to implement them. We will not advocate for policies that disproportionately and negatively impact educators from communities of color and we will advocate for policies that mitigate unintended consequences and create meaningful pathways for advancement. In addition, we will rely on the tenets of implementation science to guide us, and the power of the collective to stand firm together, speaking with a unified voice to policymakers on behalf of children, families, and early childhood educators.

## What is a Decision Cycle?

Power to the Profession is structured as a series of eight coordinated, iterative, and [decision cycles](#) that provide opportunity for guidance, partnership and leadership from the early childhood field. The Decision Cycles are designed to allow for an interconnected debate that produces a series of discrete decisions.

As the Task Force, stakeholders, and early childhood educators navigate the Decision Cycles and their questions (listed below), we recognize that the critical questions are not simple ones. Many of the core questions that drive Power to the Profession have been answered by some people, for some people, in some settings, for some of the time. To reach unified answers, the critical questions of each Decision Cycle then require us to return to the science of early learning; keep the reality for children, families, and educators at the core of the conversations; and challenge our own biases to ensure the profession reflects the diversity of the young children it serves. These critical questions also require us to simultaneously balance the reality of the profession as it exists today while envisioning and building the profession of the future.



Critical Questions	Decision Cycle
Who are early childhood educators? What do they do? How is this different from other professions and occupations that support young children and their families?	<a href="#">Decision Cycle 1</a> (approved) <sup>1</sup> Professional Identity and Boundary
What do early childhood educators need to know and be able to do?	<a href="#">Decision Cycle 2</a> (approved) <sup>2</sup> Competencies (General)
Should the early childhood education profession have specializations? When and why should individuals specialize?	Decision Cycle 3 (in progress) <sup>3</sup> Competencies (Specialized)
What preparation is required to become an effective early childhood educator? Where does this preparation occur? What are the differentiations between degree levels?	Decision Cycle 4 (in progress) <sup>4</sup> Competency Attainment Source
How many professional designations or levels are there in the early childhood education profession? What do these designations mean?	Decision Cycle 5 (in progress) <sup>5</sup> Qualifications and Pathways
What does comparable compensation and support look like in this profession? What are comparable professions? What public and private funding sources should be leveraged to ensure that the profession is effective in its practice? How can comparable compensation be a necessary (not optional) indicator of high-quality?	Decision Cycle 6 Compensation Recommendation
<p>What accountability structures must be in place to support effective preparation and practice?</p> <ul style="list-style-type: none"> <li>● What governing agencies will be responsible to granting early childhood educators legal license to practice? When should such license be revoked?</li> <li>● What exams or assessments will the profession elevate to measure whether individuals are ready for practice?</li> <li>● What are the risks associated with having non-prepared individuals be accountable for intentionally supporting child development and learning?</li> <li>● What is the role of higher education accreditation (program and institution levels) versus state approval?</li> </ul>	Decision Cycle 7 Required Accountability and Quality Assurance
<p>What resources (for agencies, individuals, professional preparation programs, researchers, advocates, employers, professional organizations, and others) and policies must be provided to build and sustain the profession?</p> <p>Does the profession reflect the diversity of the young children it serves? What policies and resources need to be intentionally developed to reduce the impact of structural barriers such as institutional racism, sexism, elitism, and bias?</p>	Decision Cycle 8 Required Support and Infrastructure

<sup>1</sup> Approved unanimously by the Task Force, July 2017

<sup>2</sup> Approved unanimously by the Task Force, October 2017

<sup>3</sup> Power to the Profession Task Force is seeking input on draft recommendations in this document

<sup>4</sup> *ibid*

<sup>5</sup> *ibid*

## Where are We in the Decision Cycle Process?

Two sets of recommendations related to Cycles 1 and 2 have been developed and approved to date.

### Decision 1 – Identity and Boundary

(Approved unanimously by the Task Force July 2017)

The initial cycle addressed the name, identity, scope, and responsibilities of what has been embraced as the early childhood education profession. With multiple rounds of responses and engagement, the content outlined in Decision Cycle 1 is based on the central concept that early childhood educators care for *and* promote the learning, development and well-being of children birth through age eight in all early childhood education settings while meeting the qualifications of the profession and having mastery of its specialized knowledge, skills, and competencies.

#### Recommendations for Decision Cycle 1

*Name of the Professional:* Early Childhood Educator

*Name of the Profession:* Early Childhood Education Profession

*Proposed Role and Responsibility of the Early Childhood Education Profession:*

The Early Childhood Education profession cares for and promotes the learning, development and well-being of children birth through age eight to establish a foundation for lifelong learning and development.<sup>6</sup> This foundation for learning is built through reciprocal relationships between Early Childhood Educators and the children they serve. Reciprocal relationships require attention to family and child diversity--including race, ethnicity, language, culture, social class, immigrant status, family structure, special needs, and learner characteristics--which is one of the multiple influences on children's development and learning.

*Members of the Early Childhood Education Profession are prepared to be accountable for the following responsibilities<sup>7</sup>:*

1. Planning and implementing intentional, developmentally appropriate learning experiences that promote the Social-Emotional Development, Physical Development and Health, Cognitive Development and General Learning Competencies of each child served<sup>8</sup>.
2. Establishing and maintaining a safe, caring, inclusive, and healthy learning environment
3. Observing, documenting and assessing children's learning and development using guidelines established by the profession
4. Developing reciprocal, culturally responsive relationships with families and communities
5. Advocating for the needs of children and their families
6. Advancing and advocating for an equitable, diverse, and effective early childhood education profession
7. Engaging in reflective practice and continuous learning

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<sup>6</sup> Influenced by UNESCO definition: <http://en.unesco.org/themes/early-childhood-care-and-education>

<sup>7</sup> Influenced by Head Start definition of classroom teacher: <https://eclkc.ohs.acf.hhs.gov/policy/head-start-act/sec-648a-staff-qualifications-development>

<sup>8</sup> *Transforming the Workforce for Children Birth to Age 8* organized the domains of child development with the recognition that the domains are interrelated; See Figure 4-1 of the report.

The responsibilities, as well as accountability to those responsibilities, are consistent across all early childhood education settings that support young children birth through age eight. **The complete Decision Cycle 1 statement can be reviewed [HERE](#).** This includes descriptions of the valuable work of others working with children from birth to age eight, and how those roles are important to the field but not the profession (and an explanation of the difference).

## [Decision 2 – Professional Standards and Competencies](#)

(Approved unanimously by the Task Force in October 2017)

The second cycle addressed the question of how to use our existing resources to develop a set of agreed-upon standards and competencies that encompass required knowledge and skills for all individuals in the early childhood education profession, as defined in Decision Cycle 1. As highlighted in *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*, there are competencies and standards that influence the preparation and practice of the early childhood education profession as it exists today. The Power to the Profession Task Force took into consideration a number of current national competencies. The competencies and standards, however, have varying intentions, are focused on various segments of the early childhood education field (i.e., infant and toddler educators, PreK-3rd grade educators, educators working with children with special needs) and have varying degrees of influence in policies and systems. The Task Force was confronted with three options: (1) build a new set of professional standards and competencies from the ground up, (2) accept an existing set of standards and competencies as the profession's, or (3) select an existing set of standards and competencies to serve as the foundation for the profession and make revisions. After its review of existing standards and competencies, the Task Force decided to select an existing set of standards and competencies to serve as the foundation for the profession with key revisions.

### Recommendations for Decision Cycle 2

Following a process of review and deliberation, the Power to the Profession Task Force identified the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs* as those that at this time reflect the required standards and competencies all early childhood educators need to know and be able to do. These standards best met the Task Force's criteria: preparation of professionals across settings, degree levels and serving children birth through age 8. In addition, the *2010 NAEYC Standards for Initial and Advanced Early Childhood Preparation Programs* currently serve as a foundation for educator preparation programs across the country, early childhood professional competencies in state systems, and early childhood higher education degree program accreditation and recognition. The Power to the Profession Task Force recommends these standards be more explicitly positioned as the foundation for the standards and competencies of the early childhood educator profession with the following expectations and conditions:

1. NAEYC shall prioritize a revision of the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs*. The revision will be an inclusive and collaborative process, ensuring representation by subject matter experts as well as the organizations whose competency documents will be considered (see item 3 below).
2. The revised standards are reframed as "Professional Knowledge and Competencies for Early Childhood Educators" or "Professional Knowledge and Competencies for the Early Childhood Education Profession". These standards will then be intended for wide use and adoption by the

profession to develop individual licensing, preparation program accreditation, credentialing and other core components of the profession.

3. The standards are reviewed in light of the most recent science, research, and evidence, with particular consideration to:
  - a. Potential missing elements identified in the Transforming the Workforce report, including teaching subject matter specific content, addressing stress and adversity, fostering socioemotional development, working with dual language learners, and integrating technology in curricula.
  - b. The following competency documents:
    - (i) Council for Exceptional Children - Special Educator Professional Preparation initial and Advanced Standards, the Early Childhood Special Education/Early Intervention Specialty Set (Early Intervention/Early Childhood Special Education standards)
    - (ii) DEC Recommended Practices (Evidence based practices necessary for high quality inclusive programs for all children birth to age eight)
    - (iii) Council for Professional Recognition - Child Development Associate (CDA) Competency Standards for center-based: Infant/Toddler and Preschool; Family Child Care; and Home Visitor
    - (iv) National Board for Professional Teaching Standards - Early Childhood Generalist Standards (for Teachers of Students Ages 3 to eight)
    - (v) ZERO TO THREE - Critical Competencies for Infant-Toddler Educators (for educators supporting children birth through age three)
  - c. Elevation of inclusion, diversity, and equity beyond the currently integrated approach to fully capture the depth and breadth of these issues.

On July 26, 2017, the NAEYC Governing Board met and accepted the recommendations made by the Power to the Profession Task Force for Decision Cycle 2.

**The complete Decision Cycle 2 statement can be reviewed [HERE](#).**

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## Moving Ahead: Decision Cycles 3-4-5 - Specializations, Competency Attainment Source, Qualifications and Pathways

The Task Force is committed to maintaining an intentional feedback loop and continuous quality improvement throughout this process. Upon reflection, the Task Force determined that, given the deeply interconnected nature of Decision Cycles 3, 4, and 5, they would be addressed as a whole, rather than on a sequential basis. In determining what individuals in the profession and the programs that prepare these individuals are accountable for, we cannot detangle professional preparation, professional designations, scopes of practice, and specializations in a decision-making cycle

The following outline of the profession incorporates the aspirations and challenges that have been raised over decades, building on the existing research, policy, and practice. These recommendations are designed to transform the complex and heavily segmented occupation as it exists today into a clear and coherent profession.

With that in mind, the Task Force is working through the Decision Cycles 3, 4, and 5 with a number of assumptions:

1. The preparation programs identified in this document will serve as the primary pathways for professional preparation.
2. Exemption policies, pathways, and timeframes will be created to honor the existing “profession” and serve as a bridge from the present to the future.
3. There will be a focus on high-quality preparation programs. Individuals will generalize before they specialize; initial practice roles will come before more advanced practice roles.
4. Designation levels within the profession will be distinct, meaningful, and lead to appropriately compensated careers.

The Task Force addressed four essential questions to develop this outline.

1. How should the designations within the profession be structured?
  - Multiple designations (levels) within the ECE profession
  - OR
  - One designation (level) within the ECE profession
2. What preparation programs should be endorsed and supported to prepare early childhood educators?
3. Given the duration of the primary professional preparation programs and the depth and breadth of the professional standards and competencies, what distinguishes preparation programs and their graduates?
  - a. What should be distinct and reasonable expectations for professional preparation programs?
  - b. What should be the distinct and meaningful expectations for graduates of these professional preparation programs?
  - c. What uniform nomenclature and designation should be established for graduates of these programs?
  - d. What should be the distinct and meaningful responsibilities (scope of practice) for educators in each designation?
4. Should the early childhood education profession have specializations? If so, how should specializations within the profession be structured?

## Recommendations from the Task Force: Decision Cycles 3-4-5

### 1. How should the designations within the profession be structured?

- Multiple designations (levels) within the ECE profession**
- One designation (level) within the ECE profession

Most professions have one designation or level. For example, Certified Nursing Assistants (CNAs), Licensed Practical Nurses (LPNs), and Registered Nurses (RNs), who are identified by their credentials, are considered to be three different, stand-alone professions operating with single designations who work together in the nursing field. This single designation structure is also seen when examining architects and draftsmen; physician assistants and physicians; paralegals and lawyers. Though these

professions and occupations work as teams, they are distinct in identity and governance.<sup>9</sup> The single designation structure offers clarity by establishing distinct and separate roles. However, the single designation in other professions has often resulted in stratified and highly segmented fields that, if applied to early childhood education, would likely result in some of the exact ends that we are intentionally working to avoid. Having a single designation, would, for example, be more likely to result in the exclusion of educators from communities of color and those without bachelor’s degrees. True to the bedrock principles outlined above, and prioritizing the principle of elevating diversity and equity, the Task Force strongly rejects the typical, yet segmented, exclusive, and potentially elitist structure of a single designation within the profession.

Instead, the Task Force recommends a structure in which there are multiple designations within the early childhood education profession. While this multiple designation structure challenges the status quo, creates a more complex system, and sets the structure of the early childhood education profession apart from others, we believe it should bring significant benefits that outweigh the challenges.

Our intentions about multiple designations are that:

- *This multiple designation structure is child-centered.* Because positive relationships are at the core of quality, and young children do not distinguish between the roles of the adults who interact with them in a classroom or home-based setting, this structure holds all early educators, regardless of designation or role on a team, accountable for supporting child development and learning and meeting the guidelines established by a unified early childhood education profession.
- *This multiple designation structure seeks to promote diversity and equity.* Data indicate that “the concentration of ethnic and linguistic diversity among lower-paid ranks of the [early childhood education and care] profession creates racial stratification across professional roles.”<sup>10,11</sup> The multiple designation structure intends to reduce this segmentation by keeping the different roles together in the same professional structure, helping to ensure that all individuals on an early childhood education team are equally valued, have a common identity, and are prepared to be effective in their specific practice.
- *This multiple designation structure intends to increase the advocacy voice of the profession.* It allows, quite simply, for a greater number of individuals to be considered part of the unified profession, regardless of their professional designation, and therefore able to act as advocates for the profession. It discourages separate designations from advocating at cross-purposes and ensures that, by necessity, when the profession advances, all early childhood educators within the profession, across designations, must advance.
- *The multiple level designation structure provides opportunity for clear and meaningful pathways.* It promotes articulation across preparation programs by reducing the need for redundant preparation. It also supports professional growth and diversity that transcends stratification, as individuals will

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<sup>9</sup>For example, LPNs are governed by the National Association of Licensed Practical Nurses and RNs are governed by the American Nurses Association

<sup>10</sup> Park, Maki, Margie McHugh, Jie Zong and Jeanne Batalova. 2015. *Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look*. Washington DC: Migration Policy Institute.

<sup>11</sup> Whitebook, M., Kipnis, F. & Bellm, D. (2008). *Diversity and stratification in California’s early care and education workforce*. Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

have opportunities and resources to advance within a specific designation or advance to another designation.

## 2. What preparation programs should be endorsed and supported to prepare early childhood educators?

Currently, there are many preparation programs that are responsible for preparing early childhood educators. The Task Force recommends a primary pathway of programs that culminate in a degree, certificate, or credential that provides candidates with the appropriate level of mastery of the agreed upon standards and competencies -- “Professional Knowledge and Competencies for Early Childhood Educators”. These programs will be responsible for preparing early childhood educators caring for children birth through third grade across settings, including for-profit and non-profit child care, family child care homes, schools, Head Start and military child care. The Task Force recognizes that there are many innovative approaches in professional preparation programs and seeks to encourage this innovation. In particular, innovations that are designed to reach non-traditional students are essential to eliminating the existing barriers to higher education. Examples of these innovations include competency based program admittance, use of prior learning assessments for awarding credit, work-based supervised practicum/clinical experiences and intensive degree programs with shorter duration. Innovative models and pathways will need to be designed to support articulation across preparation programs and to create multiple opportunities for current and future practitioners to demonstrate their knowledge and competencies. While access to higher education will be further addressed in a future decision cycle, the Task Force is adamant that financial supports be in place to ensure higher education has the capacity to meet this demand and all potential students – including non-traditional students - have access.

With all this in mind, the Task Force recommends that the following programs be endorsed and supported to prepare members of the early childhood education profession.

- *Early Childhood Education Professional Training Program*: An award requiring completion of an organized early childhood education program of study. Professional training programs normally require less than one year to complete. Completers may meet the educational requirements for industry-recognized national credentials and other portable credentials. These programs are a minimum 120 clock hours.
- *Early Childhood Education Associate Degree Programs*: An award requiring completion of an organized early childhood education program of study. Associate degree programs normally require at least two years but less than four years of full-time equivalent college work<sup>12</sup>. An associate degree is at least 60 credit hours of college-level course work.<sup>13</sup> (One credit hour is equivalent to 37.5 clock hours.<sup>14</sup>)

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<sup>12</sup>IPEDS 2017-2018 Data Collection System, National Center for Education Statistics  
<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>

<sup>13</sup> While it typically takes at least two years but less than four years of full-time coursework to complete an Associate degree program, it may take longer for part time students and those working while completing coursework.

<sup>14</sup> <https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>

- *Early Childhood Education Bachelor's Degree Programs*: An award requiring completion of an organized early childhood education program of study. Bachelor's degree programs normally require at least four years but no more than five years of full-time equivalent college work<sup>15</sup>. A bachelor's degree is at least 120 credit hours of college level course work.<sup>16</sup>(One credit hour is equivalent to 37.5 clock hours.<sup>17</sup>)
- *Early Childhood Education Master's Degree Programs (initial preparation)*: An award requiring completion of an organized early childhood education program of study. Master's degree programs normally require at least one, but not more than two, full-time academic years of work beyond the bachelor's degree<sup>18</sup>. Initial level master's degree programs are designed for individuals with non-early childhood education bachelor's degrees.

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<sup>15</sup> IPEDS 2017-2018 Data Collection System, National Center for Education Statistics  
<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>

<sup>16</sup> While it typically takes at least four years but no more than five years of full-time equivalent coursework to complete a Bachelor's degree program, it may take longer for part time students and those working while completing coursework.

<sup>17</sup> <https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>

<sup>18</sup> IPEDS 2017-2018 Data Collection System, National Center for Education Statistics  
<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>



Primary Professional Preparation Programs for the ECE Profession

	<i>1. Early Childhood Education Professional Training Program</i>	<i>2. Early Childhood Education Associate Degree Program</i>	<i>3. Early Childhood Education Bachelor's Degree Program</i>	<i>4. Early Childhood Education Master's Degree Programs (initial preparation)</i>
<b>Broad Description</b>	An award requiring completion of an organized early childhood education program of study leading to eligibility to earn an industry recognized credential	An award requiring completion of an organized early childhood education program of study	An award requiring completion of an organized early childhood education program of study	An award requiring completion of an organized early childhood education program of study  This initial level master's degree program caters to individuals with non-early childhood education bachelor's degrees
<b>Credits or Clock Hours<sup>19</sup></b>	A minimum of 120 clock hours	A minimum of 60 credit hours of college level course work	A minimum of 120 credit hours of college level course work	Typically 30-50 credit hours of college level course work
<b>Includes supervised field experiences<sup>20</sup></b>	Yes	Yes	Yes	Yes
<b>Alignment to Professional Standards and Competencies</b>	Yes, at expected depth and breadth articulated in Scope of Practice	Yes, at expected depth and breadth articulated in Scope of Practice	Yes, at expected depth and breadth articulated in Scope of Practice	Yes, at expected depth and breadth articulated in Scope of Practice

<sup>19</sup> One credit hour is equal to 37.5 clock hours. <https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>

<sup>20</sup> Supervised field experiences are a planned sequence of field observations, field work, student teaching and other supervised practicum experiences to support the student's understanding, competence and dispositions in a specific area of practice. Supervised field experiences are directly tied to the curricular objectives of the preparation program and will vary in depth and breadth across the four types of preparation programs listed in the chart.

<b>Award Issuers</b>	Professional Training Programs, industry recognized credentialing organizations OR Institutions of Higher Education (IHEs)	Institutions of Higher Education (IHEs)	Institutions of Higher Education (IHEs)	Institutions of Higher Education (IHEs)
<b>Award Issued by Program at Completion</b>	Certificate or credential <sup>21</sup>	Degree	Degree	Degree
<b>Quality Assurance and Accountability</b>	Quality assurance and accountability systems for these programs will be discussed and determined during Decision Cycle 7 in Fall 2018. These will include preparation program recognition/ approval /accreditation, course content, supervised field experience requirements, faculty/trainer guidelines, student support, operations, and more.			

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<sup>21</sup> Completers may meet the educational requirements for industry-recognized national credentials like the Child Development Associate® (CDA) national credential and other portable credentials.

### 3a. What should be distinct and reasonable expectations for preparation programs?

Each preparation program within the early childhood profession will be responsible for preparing candidates who know, understand, and can implement the professional standards and competencies. In our current fragmented field, educators with vastly different levels of preparation and experience nevertheless have the same expectations, responsibilities, and compensation levels. Looking towards the future, we envision a profession in which expectations of certificate, credential, and degree programs will expand (according to [the table below](#)) because of the increased credit/clock hours, the depth of supervised field experiences, the depth of pedagogical content, and the exposure to general education coursework.

To provide a general framework that accommodates the differentiations among designations, the Task Force recommends a distinction between “introductory” and “essential” when it comes to knowledge, understanding, and application of the professional standards and competencies. In each case, “introductory” connotes a foundational level of preparation; a person prepared at the introductory level will know and understand the basic aspects of each professional preparation standard, as agreed upon in the updating of the competencies through Decision Cycle 2, and will be able to inform and implement practices that support children’s learning and development as articulated in each standard. This level of preparation will provide the foundation necessary for effective practice as well as the groundwork for mastery of more complex practices. “Essential,” by comparison, is designed to connote a step that builds on the introductory knowledge and understanding to establish a deeper knowledge and understanding of each standard’s theories and practices. A person prepared at the “essential” level will be able to independently design and implement practices that support children’s learning and development as articulated in each standard.

	1. Professional Training Program	2. Associate Degree Program	3. Bachelor’s Degree Program 4. Master’s Degree Program (initial prep)
<b>Knowledge and Understanding of Standards and Competencies via Coursework and Supervised Field Experiences</b>	Introductory Knowledge and Understanding <input checked="" type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings	Introductory Knowledge and Understanding <input checked="" type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings	Introductory Knowledge and Understanding: <input checked="" type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings
		Essential Knowledge and Understanding: <input type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input checked="" type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings	Essential Knowledge and Understanding: <input checked="" type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings
<b>Application of Standards and Competencies via Coursework and Supervised Field Experiences</b>	Introductory Application <input checked="" type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings	Introductory Application <input checked="" type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings	Introductory Application <input checked="" type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings
		Essential Application <input type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input checked="" type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings	Essential Application <input checked="" type="checkbox"/> Full Continuum: Birth – 3rd Grade Settings <input type="checkbox"/> Birth-PreK Settings <input type="checkbox"/> K-3 <sup>rd</sup> Grade Settings

### 3b. What should be distinct and reasonable expectations for graduates of professional preparation programs?

1. Professional Training Program	2. Associate Degree Program	3. Bachelor's Degree Program 4. Master's Degree Program (initial prep)
<p>Completers <u>are introduced</u> to all professional standards and elements identified in Decision Cycle 2</p> <p>Completers <u>can apply their introductory knowledge and understanding</u> of all the professional standards and elements</p> <p>Completers can <u>help to</u> develop and sustain high-quality development and learning environments for young children in birth through age third grade settings</p> <p>Completers can serve as effective members of early childhood education teaching teams</p>	<p>Graduates know and understand <u>the essential aspects</u> of all the professional standards and elements identified in Decision Cycle 2</p> <p>Graduates <u>can apply their essential knowledge and understanding</u> of all the professional standards and elements</p> <p>Graduates can <u>be responsible for</u> developing and sustaining a high-quality development and learning environment for young children in settings serving children <u>birth through prekindergarten</u></p> <p>Graduates can <u>help</u> develop and sustain high-quality development and learning environments for young children in <u>kindergarten through third grade settings</u></p> <p>Graduates can serve as effective members of early childhood education teaching teams and can effectively supervise graduates of early childhood education professional training programs</p>	<p>Graduates know and understand the <u>essential aspects</u> of all the professional standards and elements identified in Decision Cycle 2</p> <p>Graduates <u>can apply their essential knowledge and understanding</u> of all the professional standards and elements</p> <p>Graduates <u>can be responsible for</u> developing and sustaining a high-quality development and learning environment for young children in settings serving children <u>birth through third grade</u></p> <p>Graduates can serve as effective members of early childhood education teaching teams and can effectively supervise graduates of early childhood education professional training programs and associate degree programs</p>

### 3c. Given 3a and 3b, what uniform nomenclature and designation should be established for graduates of these programs?

Rather than mandating job titles, the Task Force’s intent is to establish meaningful differences between designations based on the discrete and reasonable expectations associated with completers and graduates of the distinct professional preparation levels. There could be different titles within each designation, as determined by the market.

	<i>1. Professional Training Program Completers</i>	<i>2. Associate Degree Program Graduates</i>	<i>3. Bachelor’s Degree Program Graduates 4. Master’s Degree Program Graduates (initial prep)</i>
<i>Category of Uniform Designation</i>	<i>Designation 1</i>	<i>Designation 2</i>	<i>Designation 3</i>
<i>Name of Uniform Designation</i>	Early Childhood Educator I (ECE I)	Early Childhood Educator II (ECE II)	Early Childhood Educator III (ECE III)

### 3d. What should be the distinct and meaningful responsibilities (scope of practice) for educators within each designation?

The Task Force has recommended three designations within the future early childhood education profession--early childhood educator I, II and III. Each of these designations plays a critical role and individuals within these designations will be required to demonstrate their knowledge, skills and competencies to become licensed. Further, the knowledge, skills, and competencies for each of these three designations will connect to the revised standards and competencies as determined in Decision Cycle 2. However, the responsibilities each designation has to the public will vary. These variations will be delineated through a Scope of Practice (SOP) for each designation. Licensing exams tied to each designation (to be further explored in future decision cycles) *will be developed by the profession* in conjunction with state regulatory systems. In general, additional coursework/clock hours will affect the SOP in the following ways:

- A. Ability to make independent decisions regarding practice
- B. Depth of responsibilities
- C. Accountability for curriculum and assessment
- D. Supervisory Responsibilities

**\*\*Please note the final Scope of Practice (SOP) for each of the three designations in the profession will need to align to the final revised standards and competencies.** The information below is intended only for the purposes of illustration, to create examples and illuminate the intent for how the SOPs will be differentiated. The Task Force is seeking feedback, in particular on the differentiations between each level, given that the expectation is that Educators I, II and III are expected to have equal mastery of the competencies below, unless otherwise noted:

**Promoting Child Development and Learning (as delineated and articulated in the *Transforming the Workforce* report)**

- Know and understand young children’s characteristics and needs
- Know and understand the multiple influences on development and learning
- Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments (*Educator I helps to develop and sustain this environment while Educator II and III are responsible for developing and sustaining learning environments*)

**Building Family and Community Relationships**

- Know about and understand diverse family and community characteristics
- Support and engage families and communities through respectful, reciprocal relationships
- Involve families and communities in their children’s development and learning (*Educator I can help develop and sustain these relationships while Educators II and III are responsible for developing and sustaining them*)

**Observing, Documenting, and Assessing to Support Young Children and Families**

- Understand the goals, benefits and uses of assessment
- Know about and use observation, documentation and other appropriate assessment tools and approaches

*Educator II and III (in birth through prekindergarten settings):*

- Understand and practice responsible assessment to promote positive outcomes for each child
- Know about assessment partnerships with families and with professional colleagues
- Independently select, collect and use assessment data to inform practice and support young children and their families

*Educator III (in kindergarten through 3rd grade settings):*

- Understand and practice responsible assessment to promote positive outcomes for each child
- Know about assessment partnerships with families and professional colleagues
- Independently select, collect, and use assessment data to inform practice and support young children and their families

**Using Developmentally Effective Approaches to Connect with Children and Families**

- Understand positive relationships and supportive interactions as the foundation of their work with children
- Know and understand effective strategies and tools for early childhood education
- Use a broad repertoire of developmentally appropriate teaching/learning approaches (*Educator I can help develop and sustain this environment across all settings while Educators II and III can independently develop and sustain in birth through prekindergarten settings. Educator III can independently develop and sustain in kindergarten through 3rd grade settings*). Including, for example:
  - Fostering oral language and communication
  - Drawing from a continuum of teaching strategies
  - Making the most of the environment, schedule, and routines
  - Setting up all aspects of the indoor and outdoor environment
  - Focusing on children’s individual characteristics, needs, and interests

- Linking children’s language and culture to the early childhood program
- Teaching through social interactions
- Creating support for play
- Addressing children’s challenging behaviors
- Supporting learning through technology
- Using integrative approaches to curriculum
- Reflect on practice to promote positive outcomes for each child

### **Using Content Knowledge to Build Meaningful Curriculum**

- Understand content knowledge and resources in academic disciplines (*Educator I can help develop and sustain this content while Educators II and III can independently develop and sustain content and meaningful curriculum in birth through prekindergarten settings, Educator III can independently develop and sustain content and meaningful curriculum in kindergarten through 3rd grade settings*)

*Educators II and III (in birth through prekindergarten settings):*

- Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines
- Use knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

*Educator III (in kindergarten through 3rd grade settings):*

- Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines
- Use knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

### **Becoming a Professional**

- Understand and involve oneself with the early childhood field
- Know about and uphold ethical standards and other professional guidelines
- Engage in continuous, collaborative learning to inform practice
- Integrate knowledgeable, reflective, and critical perspectives on early education
- Engage in informed advocacy for children and the profession
- Perform the duties within the legal guidelines established by the appropriate regulatory agencies

*Educator II, same as above and:*

- Supervise the practice of Early Childhood Educator I

*Educator III, same as above and:*

- Supervise the practice of Early Childhood Educator I and II

### **Levels of Supervision Required:**

- Early Childhood Educator I--Practice under the appropriate guidance of an associate, bachelor’s or master’s degree program graduate (Early Childhood Educators II or III) when working outside the defined scope of practice



- Early Childhood Educator II--Practice under the appropriate guidance of bachelor's or master's degree program graduates (Early Childhood Educator III) in *kindergarten through third grade settings* when working outside the defined scope of practice

Note that innovative supervisory models will need to be developed to support home-based early learning programs and other settings. Potential innovative supervisory models like cohort-based supervision could be explored. In addition, the expectation is that each of the three designations will have access to ongoing instructional support and professional development, and all educators in each professional designation will have requirements for renewing/maintaining their license.

[APPENDIX A](#): Delineation of Professional Designations and Roles depicts this information in an alternative format.

#### 4. Should the early childhood education profession have specializations? If so, how should specializations within the profession be structured?

The Task Force recommends that early childhood educators generalize before they are eligible to specialize. Professional preparation programs identified on [page 14](#) are encouraged to create high-quality and accelerated pathways to specializations like dual-specialization programs. At this point, Power to the Profession will focus on creating the unifying framework for the early childhood educator – generalist. Based on the revised competencies, every generalist should have the skills and knowledge he or she needs to respond to any child AND to recognize when there is a need seek out appropriate additional expertise and specialized knowledge. Once the generalist framework is established by the profession and as it becomes reflected in key state and federal policies, the profession can mobilize to create and/or promote specializations.

Specializations should help licensed early childhood educators deepen their knowledge and practice and create a professional niche. Professional organizations, not state or federal agencies, should be responsible for developing, administering, and issuing specializations. Only individuals licensed as early childhood educators as outlined by the profession should be eligible for specialization. Market demand and local context will influence how these add-on specializations are prioritized.

Some examples of specializations may include, but will not be limited to: infant-toddler specialization; prekindergarten through third grade specialization; dual language learner specialization; early childhood education special education specialization; instructional leadership specialization; administrative and business leadership specialization; specializations in content areas such as early math, language and literacy, or STEAM; or specializations in educational approaches, such as Montessori or Reggio Emilia.<sup>22</sup>

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<sup>22</sup> Early childhood education professional participating in specialization processes may do so with organizations that have taken the opportunity to develop the specializations and specialized guidelines. These may include, but will not be limited to, such organizations such as ZERO TO THREE, National Board for Professional Teaching Standards, National Association for Bilingual Education, National Head Start Association, Division for Early Childhood of the Council for Exceptional Children, McCormick Center for Early Childhood Leadership, National Association of Elementary School Principals, National Association for the Education of Young Children, National Council of Teachers of Mathematics, American Montessori Society, Association Montessori Internationale, and the North American Reggio Emilia Alliance.

## Review, Reflect, Respond

Taken together, the above recommendations outline the Task Force’s aspirations for the future early childhood education profession. We invite you to contribute your thoughts, suggestions, input, and feedback as we grapple with how to move the current realities of the early childhood field to our vision for a unified early childhood education profession.

Please refer the [Power to the Profession Study Guide](#) as a way to **review**, **reflect** and **respond** to these recommendations. Share your burning questions and reflections [here](#). Alternatively, please visit [www.NAEYC.org/profession](http://www.NAEYC.org/profession) or reach out to Power to the Profession Task Force member organizations.

## APPENDIX A: Delineation of Professional Designations and Roles

As a profession with three distinct designations (ECE I, ECE II, ECE III), it is important to clearly illustrate the importance of each designation and delineate these designations. This chart is designed to articulate the intentional similarities and differences at each designation level. This delineation will inform professional compensation recommendations and the development of the competencies as outlined in Decision Cycle 2.

Professional Designation	Early Childhood Educator I	Early Childhood Educator II	Early Childhood Educator III
Minimum Level of Professional Preparation	Professional Training Program	Associate Degree Program	Bachelor’s Degree Program Master’s Degree Program (initial prep)
Similarities in Professional Roles	<ul style="list-style-type: none"> <li>• <u>Relationships with Young Children</u>: Develop and sustain respectful, strengths-based, culturally and linguistically responsive and supportive relationships with young children</li> <li>• <u>Relationships with Families</u>: Develop and sustain respectful, strengths-based, culturally and linguistically responsive, and reciprocal relationships with families</li> <li>• <u>Advocacy</u>: Advocate for the profession, young children and families</li> <li>• <u>Professional Standards of Practice</u>: Adhere to the guidelines and ethics of the early childhood profession</li> <li>• <u>Legal Standards of Practice</u>: Perform duties within the legal guidelines established by the appropriate regulatory agencies</li> </ul>		
Variation in Professional Roles	<p><u>Learning Environments</u>: <i>Contribute to</i> developing and sustaining physically and emotionally healthy early childhood education environments</p> <p><u>Family Engagement</u>: <i>Contribute to</i> developing and implementing strategies and meaningful opportunities to engage families, other professionals, and communities to support children’s learning and development</p>	<p><u>Learning Environments</u>: Develop and sustain physically and emotionally healthy early childhood education environments</p> <p><u>Family Engagement</u>: Develop and implement strategies and meaningful opportunities to engage families, other professionals, and communities to support children’s learning and development</p>	<p><u>Learning Environments</u>: Develop and sustain physically and emotionally healthy early childhood education environments</p> <p><u>Family Engagement</u>: Develop and implement strategies and meaningful opportunities to engage families, other professionals, and communities to support children’s learning and development</p>

Draft – Decision Cycles 3, 4, 5

Professional Designation	Early Childhood Educator I	Early Childhood Educator II	Early Childhood Educator III
Professional Preparation	Professional Training Program	Associate Degree Program	Bachelor’s Degree Program Master’s Degree Program (initial prep)
Variation in Professional Roles (continued)	<p><u>Assessment:</u> <i>Support</i> the collection and use of assessment data to inform practice and support young children and their families in <i>kindergarten through third grade settings</i></p> <p><u>Curriculum:</u> <i>Support</i> the development and implementation of developmentally, culturally, and linguistically appropriate curriculum in <i>birth through third grade settings</i></p> <p><u>Direct Supervision and Ongoing Support:</u> <i>Practice</i> under the <i>appropriate</i> guidance of Educator II or Educator III</p> <p>Innovative supervisory models should be developed to support home-based early childhood education programs and other settings</p> <p>Has access to ongoing instructional support and professional development</p>	<p><u>Assessment:</u> Select, collect, and use assessment data to inform practice and support young children and their families in <i>birth through pre-k settings</i></p> <p>Support the collection and use of assessment data to inform practice and support young children and their families in <i>kindergarten through third grade settings</i></p> <p><u>Curriculum:</u> Develop and implement developmentally, culturally, and linguistically appropriate curriculum in <i>birth through pre-k settings</i></p> <p><i>Support</i> the development and implementation of developmentally, culturally, and linguistically appropriate curriculum in kindergarten through third grade settings</p> <p><u>Direct Supervision and Ongoing Support:</u> <i>Practice</i> under the <i>appropriate</i> guidance of Educator III in <i>kindergarten through third grade settings</i>.</p> <p>Innovative supervisory models should be developed to support home-based early childhood education programs and other settings</p> <p>Has access to ongoing instructional support and professional development</p>	<p><u>Assessment:</u> Select, collect, and use assessment data to inform practice and support young children and their families in <i>birth through third grade settings</i></p> <p><u>Curriculum:</u> Develop and implement developmentally, culturally, and linguistically appropriate curriculum in <i>birth through third grade settings</i></p> <p><u>Direct Supervision and Ongoing Support:</u></p> <p>Has access to ongoing instructional support and professional development</p>

# Power to the Profession

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## SUMMARY STATEMENTS AND STUDY GUIDE

### NATIONAL TASK FORCE MEMBERS

1. AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES
2. AMERICAN FEDERATION OF TEACHERS
3. ASSOCIATE DEGREE EARLY CHILDHOOD TEACHER EDUCATORS
4. CHILD CARE AWARE OF AMERICA
5. COUNCIL FOR PROFESSIONAL RECOGNITION
6. DIVISION FOR EARLY CHILDHOOD OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
7. EARLY CARE AND EDUCATION CONSORTIUM
8. NATIONAL ASSOCIATION FOR FAMILY CHILD CARE
9. NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
10. NATIONAL ASSOCIATION OF EARLY CHILDHOOD TEACHER EDUCATORS
11. NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
12. NATIONAL EDUCATION ASSOCIATION
13. NATIONAL HEAD START ASSOCIATION
14. SERVICE EMPLOYEES INTERNATIONAL UNION
15. ZERO TO THREE

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## Summary Statements and Study Guide Introduction

Thank you for your engagement in the collective Power to the Profession (P2P) initiative. The members of the Power to the Profession Task Force are glad you are here, and as you use this Study Guide to help you walk through the content of the initiative and Decision Cycles, we look forward to your thoughts, expertise, and feedback.

Power to the Profession, built on the tireless efforts of allies and advocates across the decades, is the national collaboration at the heart of defining the early childhood profession. National and state organizations—and most importantly, you — are working together to establish a unifying framework for career pathways, knowledge and competencies, qualifications, standards and compensation, leading to the thoughtful implementation of a robust policy and financing agenda to advance early childhood education and educators.

This study guide is an accompanying document to the Power to the Profession Initiative and Decision Cycles, which you can find online at [www.NAEYC.org/profession](http://www.NAEYC.org/profession). We encourage you to read each Decision Cycle in full, as you will find important context-setting details and questions to answers you may have about Power to the Profession’s goals, timelines, guiding principles, processes, and recommendations.

Within this study guide, you will find brief statements summarizing various parts of the Power to the Profession initiative, including each Decision Cycle, along with a “Review, Reflect, Respond” framework that pulls out key elements and “hot-button” issues, while identifying potential implications, asking questions, and offering opportunities for action steps.

We have developed this suite of documents because your engagement is deeply important to us, and we are eagerly and enthusiastically seeking your feedback and input. We hope that this study guide helps you to read, review, and discuss the Power to the Profession initiative with your colleagues, because we want you to understand the documents and decisions on your own terms and in consultation with the important stakeholders in your life and work. Because Power to the Profession is deeply committed to intentionally and equitably advancing a profession that reflects the diversity of the children and families the profession supports, we also encourage you to seek out diverse viewpoints, bringing people into your conversations who are both similar to and different from you in many ways, from the settings in which they work, to their demographic backgrounds.

We will continue to reach out to you as well, with surveys and interview questions to guide your responses to the upcoming Decision Cycles and beyond.

Let’s get started!

# THE URGENT NEED TO ADVANCE AS A UNIFIED PROFESSION

## The Urgent Need to Advance as a Unified Profession

*This section of the study guide should help you reflect on some of the foundational questions of Power to the Profession, such as: What is this initiative about? Why are we approaching it in this way? What problems are we trying to solve?*

### Source documents

- [Unifying, Defining, and Owning the Profession](#), Jacqueline Jones, PhD, President/CEO, The Foundation for Child Development
- [You Can't Have Professionals Without a Profession](#), Laura Bornfreund and Stacie Goffin

### Summary statements

1. Birth through age 8, particularly birth through age 3, is a critical developmental period that lays the foundation needed for lifelong learning. Intentional experiences and responsive relationships during this period benefit all children and have the potential to close the achievement gap.
2. Most young children under five years old receive child care from someone other than a parent. Families need high-quality and accessible early learning programs to seek and maintain employment.
3. Well-prepared, effective, diverse, compensated and supported early childhood educators are essential components of quality early learning programs for children. Yet, the early childhood education profession, as it exists today, is poorly prepared, compensated, and supported. The early childhood education professional crisis negatively impacts the young children and families it serves.
4. Increased public investment in the profession requires a clear answer to policymaker questions about earnings and career pathways. There must be clarity about who early educators are, who early educators want to be, and what early educators will be accountable for because of public investment.
5. Therefore, early childhood educators must develop and advocate for a unifying framework of the early childhood education profession. Early childhood educators are experts in their own practice, and they, not elected officials or policymakers, need to be the ones in the driver's seat to shape and define their profession.



# THE URGENT NEED TO ADVANCE AS A UNIFIED PROFESSION

## Review (Points to note)

- Think about a state. Note the staff qualifications and compensation variation across:
  - Child care facility licensing regulations
  - Public funded PreK programs
  - Head Start Performance Standards
  - Early Head Start Performance Standards
  - Credentialing or licensure for public school teaching staff
  - National accreditation
  - Quality Rating and Improvement Systems (QRIS)
- Note the perceptions of early childhood educators in these articles. The comment sections also offers some additional insights to the attitudes towards early childhood education held by some members of the public.
  - [D.C. Child Care Workers Push Back Against New College Degree Requirements](#)
  - [Child Care Providers Want Degrees. We Have to Figure Out How to Pay for Them](#)

## Reflect (questions to consider)

- Does the lack of a unified definition of the early childhood education profession support or hinder our case for increased public funding? Why or why not?
- Consider different professions and professional identities (nursing, architecture, social work, etc.). Discuss differences and similarities in how they are named, qualified, educated, and paid within and across states and work settings.
- In what ways is the poorly funded and fragmented early childhood education system a social and racial justice issue?

## Respond (join and inform the movement)

- [Sign-up](#) to inform unifying decisions and receive updates. Invite others to sign-up.
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# P2P IMPLEMENTATION STRATEGY AND TIMELINE

## P2P Implementation Strategy and Timeline

*This section of the study guide should help you reflect on some additional core questions of Power to the Profession, such as: How is this initiative structured? What is the timeline? How are multiple and diverse perspectives being sought out and considered?*

### Source document

- [Introduction to Power to the Profession](#)

Webinar hosted by Rhian Evans Allvin, CEO, NAEYC

### Summary statements

1. All professions have a common identity and framework. The early childhood education profession must be better defined in order to make as a stronger and more coherent case for increased public investments. The profession needs these public investments to better serve young children and their families.

2. Power to the Profession is a collective and national effort to create a unifying framework that defines the early childhood education profession. Power to the Profession is structured into a series of eight coordinated, iterative, and strategic Decision Cycles that provide opportunity for guidance, partnership and leadership at national, state, and local levels. Through these Decision Cycles we will collectively determine preparation expectations, professional competencies, practice standards, nomenclature, compensation guidelines, higher education accountability, resources, and required infrastructure.

3. The holistic and comprehensive approach that undergirds the Power to the Profession requires a wide and deep net of engagement and responsiveness. The National Taskforce, comprised of 15 national organizations that represent large numbers of early childhood educators, is one leg of the three-legged stool that, in this case, is supported by the Stakeholders and the individual members of the field as the other legs.

Direction, criticism, feedback, and recommendations will be gathered through surveys, national and local conferences, focus group conversations, response letters, conference calls, online discussions, and expert interviews.

4. This process began in January 2017 and will end in December 2018 with the first iteration of the unifying framework of the early childhood education profession. We will collectively and continuously revise this framework to respond to research and practice.

5. Once this first iteration of the early childhood education profession begins to take shape, efforts will shift to the design and implementation of a robust policy and financing agenda coupled with a public awareness campaign. The goal is to ensure that this unifying framework is reflected in state and federal policies that govern the practice of early childhood educators. While it may take years to fully implement the framework in state and federal policies, the early childhood education profession will leverage strategic opportunities to systematically bring the profession closer to our goal.

# P2P IMPLEMENTATION STRATEGY AND TIMELINE

## Review (Points to note)

- Note the [eight Decision Cycles](#) and the complex topics that will be addressed as we create this unifying framework.
- Note that this is our time to define the profession on our own terms – the field is at the center of these decisions.
- Note the importance of your role as an individual and as a member of the professional [organizations](#) guiding Power to the Profession.
- Note that the goal is to ensure that this unifying framework created through Power to the Profession is reflected in state and federal policies.

## Reflect (questions to consider)

- What makes you excited about this opportunity to define and advance the early childhood education profession? What can be done to maximize this excitement?
- What makes you nervous about this opportunity to define and advance the early childhood education profession? What can be done to minimize this anxiety?
- Given the critical need for this initiative to reflect a range of diverse perspectives, what actions and activities could increase and sustain diverse engagement?
- What intentional decisions, policy recommendations, and actions steps do you think could help reduce the impact of structural racism, elitism, sexism, and bias?

## Respond (join and inform the movement)

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# P2P DECISION CYCLE 1: PROFESSIONAL IDENTITY AND BOUNDARY

## P2P Decision Cycle 1: Professional Identity and Boundary

*The initial cycle addressed the name, identity, scope, and responsibilities of what has been embraced as the early childhood education profession. With multiple rounds of responses and engagement, the content outlined in Decision Cycle 1 is based on the central concept that early childhood educators care for and promote the learning, development and well-being of children birth through age eight in all early childhood settings while meeting the qualifications of the profession and having mastery of its specialized knowledge, skills, and competencies.*

### Source document

- [Consensus Draft for Decision Cycle 1 approved by the P2P Task Force](#)

### Summary statements

1. Supporting the learning and development of young children requires complex, demanding, and valuable work that is performed by many individuals in many occupations. The early childhood education *profession* (made up of early childhood educators) is a distinct profession among other professions and occupations in the early childhood *field*.

2. The early childhood education profession cares for and promotes the learning, development and wellbeing of children birth through age eight to establish a foundation for lifelong learning and development. This foundation for learning is built through reciprocal relationships between early childhood educators and the children they serve.

3. Members of the Early Childhood Education Profession are prepared to be accountable for the following responsibilities:

- Planning and implementing intentional, developmentally appropriate learning experiences that promote the Social-Emotional Development, Physical Development and Health, Cognitive Development, and General Learning Competencies of each child served
- Establishing and maintaining a safe, caring, inclusive, and healthy learning environment
- Observing, documenting, and assessing children’s learning and development using guidelines established by the profession
- Developing reciprocal, culturally responsive relationships with families and communities
- Advocating for the needs of children and their families
- Advancing and advocating for an equitable, diverse and effective early childhood education profession
- Engaging in reflective practice and continuous learning

4. The responsibilities, as well as accountability to those responsibilities, are consistent across all early childhood education settings that support young children birth through age eight.

5. Instructional or pedagogical administrators and a subset of higher education faculty are in the early childhood education profession. It is anticipated that individuals in these roles must be prepared as early

# P2P DECISION CYCLE 1: PROFESSIONAL IDENTITY AND BOUNDARY

childhood educators before assuming leadership responsibilities. Therefore, decisions made to define early childhood educators will influence how individuals in these roles are positioned in the context of the early childhood education profession.

## Review (Points to note)

- Review the diagram presented on page 2 of [Decision Cycle 1](#).
- Note the distinction between the early childhood education profession and the early childhood field.
- Note that all occupations and professions in the field work with young children and families in some capacity but they all have distinct identities and expectations.
- Note that Power to the Profession narrows the focus on the early childhood education profession.

## Reflect (questions to consider)

- Based on the [Consensus Draft for Decision Cycle 1](#), are you in the early childhood field? Will you likely be in the ECE profession? How does this make you feel?
- How can we best attract and retain “individuals not meeting professional qualifications” into the early childhood education profession? How can we best attract and retain diverse individuals into the early childhood education profession? Identify systems, and pathways that we should elevate, reimagine, build, and/or replicate.
- Occupations exist alongside some established professions but there are legal limitations to their practice. Think about the handyman and electrician, bookkeeper and certified public accountant, or home decorator and interior designer. What informal occupations will likely exist alongside the early childhood education profession?
- Early childhood educators care for and promote the learning, development and wellbeing of children birth through age eight across all early childhood education settings. How does this compare with how the profession is currently structured?

## Respond (join and inform the movement)

- [Sign-up](#) to inform unifying decisions and receive updates. Invite others to sign-up.
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# P2P DECISION CYCLE 2: PROFESSIONAL COMPETENCIES (GENERALIST)

## P2P Decision Cycle 2: Professional Competencies (Generalist)

*The second cycle addressed the question of how to use our existing resources and arrive at a set of agreed-upon standards and competencies that encompass required knowledge and skills for all individuals within the early childhood education profession, as defined in Decision Cycle 1.*

### Source document

- [Consensus Draft for Decision Cycle 2 approved by the P2P Task Force](#)

### Summary statements

1. Early childhood educators are defined by their mastery of knowledge, skills and competencies.
2. As highlighted in [Transforming the Workforce for Children Birth through Age 8: a Unifying Foundation](#), there are competencies and standards that influence the preparation and practice of the early childhood education profession as it exists today. The competencies and standards that exist today, however, have varying intentions, are focused on various segments of the early childhood education field (i.e., infant and toddler educators, PreK-3rd grade educators, educators working with children with special needs) and have varying degrees of influence in policies and systems.
3. The Power to the Profession Task Force recommends 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs be more explicitly positioned as the foundation for the standards and competencies of the early childhood educator profession with specific expectations and conditions.
4. These expectations and conditions are listed below:
  - NAEYC shall prioritize a revision of the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs. The revision will be an inclusive and collaborative process, ensuring representation by subject matter experts as well as the organizations whose competency documents will be considered (see third bullet).
  - The revised standards are reframed as “Professional Knowledge and Competencies for Early Childhood Educators” or “Professional Knowledge and Competencies for the Early Childhood Education Profession”. These standards will then be intended for wide use and adoption by the profession to develop individual licensing, preparation program accreditation, credentialing and other core components of the profession.
  - The standards are reviewed in light of the most recent science, research and evidence, with particular consideration to:
    - Potential missing elements identified in the *Transforming the Workforce* report, including teaching subject matter specific content, addressing stress and adversity, fostering socioemotional development, working with dual language learners and integrating technology in curricula.
    - The following competency documents:

## P2P DECISION CYCLE 2: PROFESSIONAL COMPETENCIES (GENERALIST)

- Council for Exceptional Children - [Special Educator Professional Preparation Initial and Advanced Standards](#), the [Early Childhood Special Education/Early Intervention Specialty Set](#) (Early Intervention/Early Childhood Special Education)
- [DEC Recommended Practices](#) (Evidence based practices necessary for high quality inclusive programs for all children birth to age 8)
- [Council for Professional Recognition - Child Development Associate \(CDA\) Competency Standards](#) (for center-based: Infant/Toddler and Preschool; Family Child Care; and Home Visitor)
- [National Board for Professional Teaching Standards - Early Childhood Generalist Standards](#) (for teachers of students ages 3 to 8)
- [ZERO TO THREE - Critical Competencies for Infant-Toddler Educators](#) (for educators supporting children birth to age 3)
- Elevation of inclusion, diversity, and equity beyond the currently integrated approach to fully capture the depth and breadth of these issues.

5. On July 26, 2017, the NAEYC Governing Board met and accepted the recommendations made by the Power to the Profession Task Force for Decision Cycle 2.

### Review (Points to note)

- Note the systems that will be influenced by professional standards and competencies. They include:
  - Higher education-based and non-higher education based preparation programs
  - Training programs
  - Professional development and support
  - Staff performance evaluations
  - Exams and professional assessments
  - Higher education accreditation
  - Educator certification, credentialing and/or licensure
  - Professional registries and databases
  - Training/trainer approval and more

### Reflect (questions to consider)

- The Task Force decided to build on what exists and not start with a blank slate. What are the pros and cons of this decision?
- What should early childhood educators know and be able to do?
- Should these competencies include dispositions? If so, which dispositions are important to include?

## P2P DECISION CYCLE 2: PROFESSIONAL COMPETENCIES (GENERALIST)

- The expertise of higher education faculty, program administrators, and trainers are particularly critical for this Decision Cycle. How can we increase engagement and feedback from this segment of the field?

### Respond (join and inform the movement)

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# P2P DECISION CYCLES 3, 4, AND 5: PROFESSIONAL PREPARATION, DESIGNATIONS, AND SPECIALIZATIONS

## P2P Decision Cycles 3, 4, and 5: Professional Preparation, Designations, and Specializations

*Given the deeply interconnected nature of Decision Cycles 3, 4, and 5, they are being addressed as a whole, rather than on a sequential basis. We cannot detangle professional preparation, professional designations, scopes of practice, and specializations.*

### Source document

- [Working Draft 1 for Decision Cycles 3, 4, and 5](#)

### Summary statements

1. The early childhood education profession (made up of early childhood educators) is a distinct profession among other professions and occupations in the early childhood field.

Most professions have one designation: this structure offers clarity but has often resulted in stratified and highly segmented fields that are more likely to result in the exclusion of educators from communities of color and those without bachelor's degrees. Prioritizing diversity and equity, the Task Force recommends a structure in which there are three designations within the early childhood profession – Early Childhood Educator I (ECE I), Early Childhood Educator II (ECE II), and Early Childhood Educator III (ECE III).

2. Early childhood educators are defined by their mastery of the knowledge, skills and competencies referenced in Decision Cycle 2. The Task Force recommends that the following programs be endorsed and supported to prepare early childhood educators. These programs will serve as the primary preparation pathways:

- Early Childhood Education Professional Training Programs (minimum 120 training hours)
- Early Childhood Education Associate Degree Programs
- Early Childhood Education Bachelor's Degree Programs
- Early Childhood Education Master's Degree Programs (initial preparation)

3. Innovative approaches in professional preparation should be encouraged. Examples include competency- based programs, use of prior learning assessments for awarding credit, work-based supervised practicum/clinical experiences and intensive degree programs with shorter duration. In particular, innovations that are designed to reach non-traditional and diverse students are essential to eliminating the existing barriers to higher education.

4. Uniform designations (ECE I, ECE II, and ECE III) and levels of preparation listed in #2 should be distinct and meaningful. Clear expectations for early childhood educators and the programs preparing early childhood educators for each designation must be established. As early childhood educators gain

## P2P DECISION CYCLES 3, 4, AND 5: PROFESSIONAL PREPARATION, DESIGNATIONS, AND SPECIALIZATIONS

deeper mastery of the unifying competencies through increased levels of preparation, the scope of their practice and professional responsibilities will increase.

Early childhood educators must generalize before they are eligible to specialize. Once the generalist framework is established by the profession and as it becomes reflected in key state and federal policies, the profession can mobilize to create and/or promote specializations. Specializations should help early childhood educators deepen their knowledge and practice and create a professional niche.

5. In implementing the unifying framework, we will honor the existing early childhood workforce by creating exemption policies, pathways, and timeframes that serve as a bridge from our present to our future. We will not advocate for increased educational requirements without advocating for funding to provide requisite supports and attendant compensation. We will not advocate for new regulations without advocating for funding to implement them. We will not advocate for policies that disproportionately and negatively impact educators from communities of color, and we will advocate for policies that mitigate unintended consequences and create meaningful pathways for advancement.

### Review (Points to note)

- Note the systems that will be influenced by this draft decision. They include:
  - Higher education-based and non-higher education based preparation programs
  - Training programs
  - Professional development and support
  - Staff performance evaluations
  - Exams and professional assessments
  - Higher education accreditation
  - Educator certification, credentialing and/or licensure
  - Professional registries and databases
  - Hiring practices
  - Training/trainer approval and more
- Note that ECE I, ECE II, and ECE III are all prepared and valued as early childhood educators. ECE I, as much as the other designations, should be celebrated for their level of mastery. While there are limitations to their practice because of their comparatively limited preparation, they should be given meaningful responsibilities and valued as an important member of the profession.
- Note that for some 0-5 contexts, ECE II will be seen as aspirational. For others, such as K-3, ECE III is closer to the established minimum.

## P2P DECISION CYCLES 3, 4, AND 5: PROFESSIONAL PREPARATION, DESIGNATIONS, AND SPECIALIZATIONS

- Note that we are currently focused on defining primary preparation pathways. Decision Cycles 7 and 8 will focus on the accountability, quality assurance and resources needed to ensure that pathways can meet the needs of the profession.

### Reflect (questions to consider)

- What are your thoughts about a profession with three designations (ECE I, ECE II, ECE III)?
- How can we ensure that individuals earning the ECE I designation in particular are respected and valued as a members of the profession, and not limited to clerical tasks or basic caregiving routines?
- Some professions allow for some market flexibility, meaning requirements may change depending on context and setting. For example, registered nurses can be prepared by associate's or bachelor's degree programs in some contexts while other contexts will only hire or grant licenses to registered nurses prepared by bachelor's degree programs. What are your thoughts about how this type of market variability by context could work in early childhood education?
- Does the proposed structure with multiple designations help or complicate the pursuit of increased compensation? How?
- Does the proposed structure help or complicate the pursuit of increased diversity and equity? How?
- The differences in preparation and practice between those who earn associate's, bachelor's and graduate degrees may primarily focus on the ability to make independent decisions about the implementation of curriculum and assessments in kindergarten through third grade settings. What are your thoughts about these distinctions?
- How do we ensure that all individuals, particularly individuals representing diverse populations, can successfully complete and seamlessly advance through these programs?
- What intentional decisions, policy recommendations, and actions steps do you think could help reduce the impact of structural racism, elitism, sexism, and bias across preparation programs?
- How does this proposed structure align with your state's career lattice or ladder? Are there steps on your state's career lattice or ladder that are not reflected on this proposed structure?
- How does this proposed structure align with your state's career licensure or certification for teachers and paraprofessionals working in elementary schools?

## P2P DECISION CYCLES 3, 4, AND 5: PROFESSIONAL PREPARATION, DESIGNATIONS, AND SPECIALIZATIONS

### Respond (join and inform the movement)

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