

**COMMUNITY ACTION TEAM
CHILD & FAMILY DEVELOPMENT PROGRAMS**
Procedure for Verifying Qualifications

1. The applicant packet must be submitted to Rainier Admin and consist of:
 - a. Completed Employment Application
 - b. Current Resume
 - c. Letter of Interest (indicating position and location)
 - d. Copy of CDA and/or Oregon Registry Credential Certificate/s
 - e. Copy of Oregon TSPC Teaching License
 - f. Copy of Associate, Baccalaureate or Advanced Degree/s
 - g. Copy of transcripts (issued by the college; not web-based)
2. The Education Director will examine the documentation using criteria established by the program.
3. The Education Director will send the Center Manager:
 - a. The complete application packet and
 - b. Form 1-77a outlining if the applicant met qualifications. If the applicant did not meet qualifications, Form 1-77a will include the specific educational requirements not met.
4. Applications will be reviewed and interviews scheduled.

Basis to Determine Qualifying Degrees

In determining what constitutes “a degree in a related field and coursework equivalent to a major relating to early childhood education,” the administrative staff (committee) looked at a variety of local colleges and universities. Credits that were specific to a major in early childhood education were considered. General education credits were not considered. The credits for a major in early childhood education were averaged to determine the amount of credits CFDP would consider “equivalent to a major relating to early childhood education.”

The committee then considered what category the credits needed to be concentrated in. In researching the definition for Early Childhood, NAEYC uses the definition birth through age eight and TSPC defines it as birth to compulsory education age. The committee decided that “coursework equivalent to a major relating to early childhood education” will include specific coursework that focuses on studies for children birth through age eight. These are:

- 3 credits in Early Childhood Development
- 3 credits in Observation
- 3 credits in Guidance
- 3 credits in Curriculum

In addition, the committee determined a degree in a related field will include:

- 3 credits in Professionalism; and
- 45 additional credits for an associate's degree related to early childhood; or
- 21 additional credits for a bachelor's degree related to early childhood.

Additional credits may be offered in various departments that include but are not limited to:

- Child development
- Early childhood and curriculum;
- Early childhood teaching and assessment;
- Psychology;
- Family development;
- Health and physical development;
- Mathematics;
- Science; and
- Children's literature

If an employee, or potential employee, holds a current teaching license with authorization for Early Childhood or PreK, without restrictions, that employee will meet the current requirements of having coursework equivalent to a major in early childhood education. The license must remain active and current.

A "Key Words" list was developed to help in the analysis of transcripts and to assist staff to select appropriate courses to meet the requirements set forth in job descriptions and the Head Start Act of 2007.

A transcript review form is completed for all current teachers and teacher applicants. All current teachers have a Professional Development Plan, and if necessary, the plan outlines continued education needed to meet the educational requirements. The PDP and transcript review is in the teachers education file. The transcript review is attached to the transcripts and application for teacher applicants.

If the candidate holds a regular Oregon teacher license with authorization for PP, CFDP honors the State Commission's authority authorizing the teaching of young children. CFDP adheres to the TSPC License Guide; therefore a candidate who holds only a substitute license may not teach in one position more than three consecutive months without obtaining the non-provisional license.

ECE Courses: To meet ECE staff qualifications

Key Words:

The following categories were developed by the administration after extensive research on what courses would constitute coursework equivalent to a major relating to early childhood education. Under each established category, some key words or phrases were added to offer

guidance on what types of indicators one could find in a course description under the categorical heading. The list is only meant as a guide and is by no means all inclusive.

Early Childhood Development:

- Overview of child development
- Physical, social-emotional and intellectual development of children birth through age 8
- Theoretical foundations, history and basic concepts of early childhood education
- Child development concerned with basic theories and children's behavior from birth to age 8
- Appropriate expectations at each stage of development
- Basic theories, research and principles
- Inherited and environmental factors which influence the developing child from birth through age 8.

Observation:

- Individualizing through in-depth knowledge of the child
- Skills in observing and recording behavior
- Use of both formal and informal observation techniques.
- Identify the guidance needs of young children
- Develop observation and recording skills.
- Age-appropriate guidance and observations techniques for individual children birth through age 8
- Linkages between observation and guidance plans for individual children

Guidance:

- Principles of positive guidance
- Direct and indirect techniques for helping children manage behavior and build their social and moral thinking
- The logic and ethics of developmentally appropriate guidance of children aged birth through eight years
- Discipline and guidance, social and emotional behavior patterns, daily routines
- Child behavior and child management techniques

Curriculum:

- Information and tools needed to develop effective curriculum for activities in early childhood education classrooms
- The whole child's needs, developmentally appropriate practice, play, and multiple intelligences
- Planning daily and weekly program activities for early childhood centers
- Stimulating learning through use of a variety of methods and materials
- Development of fundamental goals for facilitating growth and development of children in early childhood learning and care programs
- Stimulating learning through a variety of materials and methods
- Building relations between home and early childhood learning and care programs

- Building blocks of developmentally appropriate activities and materials for young children.
- Significance of sensory and creative media, dramatic play, blocks, puzzles and other manipulatives as well as literacy experiences
- Objective techniques for recording children's development are used as students explore curriculum development and implementation
- The importance of play as a foundation for children's abilities to develop relationships as well as physical and cognitive skills.

Professionalism:

- Issues related to professional conduct
- Development of a professional philosophy
- Ethical and legal issues and community resources
- Current issues in the profession using the National Association for the Education of Young Children's Code of Ethics as a basis for discussion.
- Professional values as a tool for decision-making is the focus
- Importance of professional attitudes and behavior, applicable regulations and an in-depth exploration of program types
- Diverse professional roles of early childhood educators in our present society
- Knowledge of ethics, conflict resolution, advocacy, and understanding how to influence the administrative/legislative process
- Administrative roles and responsibility in child care centers
- Professional qualifications
- Historical and philosophical development of the field, programs, and major approaches to early childhood education and current trends in the field
- Early childhood education as career
- Become aware of professional organizations concerned with young children
- Personal qualities of successful child care professionals.