

***EEC is not mandating the use of this Career Ladder by early education and OST programs. Many programs already have a ladder that meets their needs. This ladder is intended as:***

***A resource across EEC's mixed delivery system that:***

- Articulates how increasing responsibility aligns with greater knowledge and skills (competency) and professional advancement;
- Establishes a common starting point for work on more refined pathways like a career lattice;
- Provides a frame to address compensation and other broad issues that affect our entire workforce.

***A reference that programs and educators can use to:***

- Develop a career ladder that is specific to their program;
- Assess and improve a ladder that already exists;
- Map intentional professional growth for educators;
- Plan professional development for different levels of responsibility;
- Aid supervisors and directors as they guide and mentor staff.

***Important notes:***

1. This basic first version is a common starting point to build upon. It will evolve and develop as educators gain experience with it and grow professionally.
2. This ladder includes only educators who work directly with children and families and supervisory positions that support the professional development of other educators. It does not address administrative functions or other positions.
3. Position Titles and Certifications have been omitted intentionally at this stage of the ladder's development. The goal is to define responsibilities that cut across early education and out of school time settings rather than tying these and other elements to an identified position or credential.
4. Educators can enter the ladder at any level that they qualify for whether they work in a home-based or center-based setting.
5. The responsibilities identified at each level may look different in different types of care but they require the same underlying skills. An educator at the Leadership Level in center-based care is likely to provide other educators in the program with formal supervision. Her Leadership Level counterpart in family child care may fulfill these same responsibilities in the context of a family child care system or educator support group.
6. Although this ladder reflects some licensing requirements and some QRIS standards, it is not intended to align with either of these.

*Please refer to the definitions and clarifications on page 5 for more information.*

**EEC Core Competency Areas**

1. Understanding the Growth and Development of Children and Youth
2. Guiding and Interacting with Children and Youth

3. Partnering with Families and Communities
4. Health, Safety, and Nutrition
5. Learning Environments and Implementing Curriculum

6. Observation, Assessment, and Documentation
7. Program Planning and Development
8. Professionalism and Leadership

	Responsibilities	Education	Experience	In-service Training	Continuing Education
<b>Beginning (Entry) Level</b>	Not responsible for children without direct supervision <ul style="list-style-type: none"> <li>Assists more qualified educator with activities</li> </ul>	16 years old and in HS <b>OR</b> 18 years old	No formal experience in early education or out of school time	<ul style="list-style-type: none"> <li>EEC orientation</li> <li>PQ Registry</li> <li>IPDP to meet annual training requirements and to increase competency</li> </ul>	<ul style="list-style-type: none"> <li>Implements an IPDP with supervisor that includes child development (competency area 1)  <b>AND</b> working on HS or GED  <b>and/or</b> working on ABE/ESOL</li> </ul>

	Responsibilities	Education	Experience	In-service Training	Continuing Education
<b>Novice Level</b>	Responsible for a small group of children <ul style="list-style-type: none"> <li>Seeks and receives peer and supervisory support</li> <li>Works under supervision in center-based settings</li> <li>Plans and leads small group activities</li> <li>Supports each child’s well-being</li> </ul>	Vocational HS diploma in ECE	None in addition	<ul style="list-style-type: none"> <li>PQ Registry</li> <li>IPDP to meet annual training requirements and to increase competency</li> <li>Meets regularly with supervisor and/or peers and reflects on practice</li> </ul>	<ul style="list-style-type: none"> <li>Pursuing CDA or certificate in a specific age group or setting <b>OR</b></li> <li>Pursuing a degree in ECE or related field using GED, ABE, ESOL, Ability to Benefit (ATB) or Accuplacer as needed <b>OR</b></li> <li>Enrolled in child development for 3 credits or 4 CEUs (comp. area 1)  <b>AND</b> 30 hrs. in competency areas 2, 3, 4, 5, and/or 6 <b>OR</b></li> <li>60 hrs. in competency areas 1,2, 3, 4, 5, and/or 6</li> </ul>
HS/GED <b>AND</b> 3 credits or 4 CEUs in child development (comp area 1)		9 mos. in early education or out of school time			
30+ hrs. in competency areas 1, 2, 3, 4, 5, and/or 6		9 mos. in early education or out of school time			
5+ hours of EEC required orientation		12 mos. in early education or out of school time <b>OR</b> 18 mos. parenting experience (FCC only)			

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	Responsibilities	Education	Experience	In-service Training	Continuing Education
<b>Independent Level</b>	Independently responsible for a group of children <ul style="list-style-type: none"> <li>Plans and implements specific activities within a defined curriculum.</li> <li>May lead or guide other educators, volunteers, or staff during activities</li> <li>Individualizes activities for children</li> <li>Models appropriate behaviors and techniques</li> </ul>	CDA	12 mos. in early education or out of school time	<ul style="list-style-type: none"> <li>IPDP to meet annual training requirements and to enhance competency</li> <li>Meets regularly with supervisor and/or peers and reflects on practice</li> </ul>	Continuous professional growth as evidenced in IPDP and PQ Registry including either: <ul style="list-style-type: none"> <li>Pursuing associates or higher degree in ECE or related field and/or certificate for a specific age group/setting</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>3 credits or 4 CEUs in child development (comp area 1) <b>AND</b> 90 hrs. in competency areas 2, 3, 4, 5, and 6 <b>AND</b> 30 hrs. in competency areas 7 and 8</li> </ul>
		HS/GED or higher <b>AND</b> 3 credits or 4 CEUs in child development (comp area 1) <b>AND</b> 30 hrs. in competency areas 2, 3, 4, 5, and/or 6			

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	Responsibilities	Education	Experience	In-service Training	Continuing Education
<b>Supervisory Level</b>	Responsible for one or more groups of children	Associates or higher in ECE or related field <b>AND</b> 30 hrs. in comp. areas 7 and 8	24+ mos. in early education or out of school time	<ul style="list-style-type: none"> <li>• Uses personal IPDP to exceed annual training requirements and to enhance competency</li> <li>• Meets with staff regularly to give feedback , guidance, and encourage reflective practice</li> </ul>	Continuous professional growth as evidenced in IPDP and PQ Registry <ul style="list-style-type: none"> <li>• Current knowledge across 8 competency areas.</li> <li>• Pursuing higher degree in ECE or related field</li> <li>• Specialization in an area (special needs, infant care, assessment, literacy, etc.)</li> <li>• Maintain certifications, credentials, licenses</li> <li>• <b>AND</b> 30 hrs. in competency areas 7 and 8</li> </ul>
	<ul style="list-style-type: none"> <li>• Plans and implements activities</li> <li>• Consults with, supervises, and guides educators at Beginning, Novice, and Independent Levels towards continuous improvement using evidence-based models and techniques</li> </ul>	Unrelated Associates or higher <b>AND</b> 3 credits or 4 CEUs in child development (comp area 1) <b>AND</b> 30 hrs. in competency areas 2, 3, 4, 5, and/or 6 <b>AND</b> 30 hrs. in comp. areas 7 and 8	36+ mos. in early education or out of school time		
	<ul style="list-style-type: none"> <li>• Mentors educators and peers to support their professional growth</li> <li>• Evaluates educators at Beginning, Novice, and Independent Levels</li> <li>• Models appropriate behaviors and techniques</li> </ul>	3 credits or 4 CEUs in child development (comp area 1) <b>AND</b> 90 hrs. in competency areas 2, 3, 4, 5, and 6 <b>AND</b> 30 hrs. in comp. areas 7 and 8	48+ mos. in early education or out of school time		

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	Responsibilities	Education	Experience	In-service Training	Continuing Education
<b>Leadership Level</b>	Responsible for a program or a component of a program. <ul style="list-style-type: none"> <li>• Develops curriculum and supervises its implementation</li> <li>• Supervises and evaluates multiple Levels of staff</li> <li>• Provides leadership, inspiration and motivation to a network or peer group</li> <li>• Guides educators towards continuous improvement using evidence based models and techniques</li> <li>• Develops and conducts professional development for staff and peers</li> <li>• Mentors educators and peers to support their professional growth</li> <li>• Reviews data to assess progress and to individualize instruction</li> </ul>	Bachelors or higher in ECE or related field <b>AND</b> 60 hrs. in comp. areas 7 and 8	48+ mos. in early education or out of school time	<ul style="list-style-type: none"> <li>• Uses personal IPDP to exceed annual training requirements and to enhance competency</li> <li>• Develops and provided in-service training for educators and peers</li> <li>• Meets with staff regularly to give feedback , guidance, and encourage reflective practice</li> </ul>	Continuous professional growth as evidenced in IPDP and PQ Registry <ul style="list-style-type: none"> <li>• Current knowledge across 8 competency areas.</li> <li>• Specialization in area(s) (special needs, infant care, assessment, literacy etc.)</li> <li>• Maintain certifications, credentials, licenses</li> <li>• May pursue higher degree</li> </ul>
		Associates in ECE or related field <b>AND</b> 60 hrs. in comp. areas 7 and 8	60+ mos. in early education or out of school time		
		Unrelated Bachelors or higher <b>AND</b> 3 credits or 4 CEUs in child development (comp area 1) <b>AND</b> 30 hrs. in competency areas 2, 3, 4, 5, and/or 6 <b>AND</b> 60 hrs. in comp. areas 7 and 8			

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### Professional Development as Defined in this Ladder

- Education results in college credits approved CEUs, recognized credentials or equivalents.
- Competency based training includes theory, practice, observation, and reflection.
- Competency based training is measured in contact hours.
- Related degrees or certificates may include competency development in the specified areas. If the degree or certificate is unrelated, competency development in these areas is required in addition to the degree or certificate.

**Continuing Education:** Professional development that advances an educator's professional growth with the intent of helping the educator move up the ladder.

**Experience:** Providing direct care and instruction to children during all types of program activities for a minimum of 12 hours per week. Qualifying experience includes regular observation by, and consultation with, a more qualified educator from the Independent Level or above. Observations and consultations must be recorded in the educator's IPDP.

**IPDP** is an Individual Professional Development Plan. An IPDP is used to plan and record an educator's professional growth.

**In-service Training:** Intentional, on-going professional development and training to meet established requirements and to increase competency within a given level of responsibility. Often includes ongoing, formative observation and feedback by a supervisor or qualified peer. At a minimum, in-service must meet the number of hours required by the EEC regulations.

**Mentoring:** Activities by which a more experienced educator guides and supports the professional growth of another educator

**Related Fields of Study:** For early education: Child care, child development, health care, child psychology, social work, or the provision of direct services to children and their families. For school age child care: all the preceding fields and early childhood education, elementary education, recreation, physical education, human services, or the arts.

#### EEC Core Competency Areas

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