



DEPARTMENT OF EARLY EDUCATION AND CARE

Professional Qualification Certification Application

**Contact EEC AT
(617)988-6600 Ask for
the Professional
Qualification Unit.**

Early Education and Care
Application Revised: January 6, 2011
2010



**PROFESSIONAL QUALIFICATION CERTIFICATION
APPLICATION PACKET**

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INTRODUCTION

Thank you for your interest in applying for an EEC professional qualifications certification. This application packet includes information to help you complete your application correctly. Please carefully review the information contained in this packet before you apply.

What is EEC PROFESSIONAL QUALIFICATION CERTIFICATION?

To work in a large group child care program as a Teacher, Lead Teacher or Director, you must be qualified. There are six positions you can qualify for:

Infant-Toddler Teacher; Preschool Teacher; Infant Toddler Lead Teacher;
Preschool Lead Teacher; Director I; Director II

Please see EEC regulation 606 CMR 7.09(18) Additional Requirements for large Group and School Age Child Care Programs Serving Children Younger Than School Age. For additional information, please visit http://www.mass.gov/Eoedu/docs/EEC/regs_policies/20100122_606_cmr.pdf

Who Can Apply?

You must be working or plan to work in an early education and care program in Massachusetts. Applications will only be processed for someone who is already working or actively seeking qualifications for a job in an early education and care program in Massachusetts.

How to Apply for Professional Qualification Certification

You need to complete the EEC professional qualification certification application and submit it to the EEC Professional Qualification Certification Unit to have it reviewed and verified. Once your application and accompanying documentation is reviewed and verified, you will receive a certificate in the mail for the position(s) you qualify for unless your information is incomplete or does not meet any of the EEC qualification criteria. If you are missing documentation or do not meet any of the EEC qualification criteria, you will receive a notice in the mail that explains what you need in order to become certified.

Applying Online for Professional Qualification Certification

You may apply online or by downloading the application. EEC strongly suggests you apply online because EEC prioritizes online applications for review and you may check the status of your application online when you apply online. Apply online at:
[http://www.mass.gov/?pageID=edusubtopic&L=6&L0=Home&L1=Pre+K+-+Grade+12&L2=Early+Education+and+Care&L3=Workforce+and+Professional+Development&L4=Professional+Certifications&L5=Early+Education+%26+Care+\(EEC\)+Professional+Certification&sid=Eoedu](http://www.mass.gov/?pageID=edusubtopic&L=6&L0=Home&L1=Pre+K+-+Grade+12&L2=Early+Education+and+Care&L3=Workforce+and+Professional+Development&L4=Professional+Certifications&L5=Early+Education+%26+Care+(EEC)+Professional+Certification&sid=Eoedu)

Professional Qualification Certification versus Professional Qualification (PQ) Registry

EEC certification can only be obtained through the process defined in this application packet. Creating your individual profile on the PQ Registry **DOES NOT** certify you. (See pg.16 for PQ Registry information)



EEC VERIFICATION OF PRACTICUM/WORK EXPERIENCE

To Be Completed by Employer in Center Based Child Care (Small or Large Group)

To be certified by EEC applicants must have verification of experience caring for children under age 7 (not yet enrolled in first grade) or children with special needs under age 16.

Center Name (where experience was gained)

Center Address

Applicant Name

Applicant Address

Please copy this form to complete a separate sheet for each position held and each age group.

Position: _____ Circle one age group:
Toddler/Preschool Infant/Toddler Preschool Mixed

Is this work experience _____ or practicum _____

From: Mo/Day/Year to: Mo/Day/Year Circle one type of year: Full year School
year
____/____/____ ____/____/____

Was work experience more than 12 hrs per week? Circle One: Yes or No If no how many
hrs/week _____

Did this position include experience with special needs children? Circle One: Yes or No. If yes list Ages _____

I attest that the above information is, to the best of my knowledge, true and accurate.

Signature _____ Printed Name _____

Date _____ Title _____ EEC Certificate #: _____
(administrator, supervising lead teacher, or college instructor)

Telephone _____

PLEASE RETURN COMPLETED AND SIGNED WORK EXPERIENCE FORM TO APPLICANT



APPENDIX: Useful Definitions

Certificate Program:

The Child Development Associate (CDA), Montessori Certificate, One Year Community College Certificate Program or alternative early childhood teacher preparation program which combines post-secondary education equal to 112 credits and practicum or supervised experience working with an advisor

Continuing Education Unit:

An Early childhood continuing Education Unit (CEU) is recognition for participation in a post-secondary early childhood learning program designed for staff at early education and care programs. One CEU is granted for 10 contact hours. EEC will accept CEUs issued by the following organizations:

1. Organizations/institutions that are accredited colleges or universities: <http://www.ope.ed.gov/accreditation/>
2. Training institutes with the International Association for Continued Education and Training (IACET) accreditation <http://www.iacet.org/>
3. Massachusetts Association for the Education of Young Children (MassAEYC): <http://www.massaeyc.com/>
4. National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/>
5. The National Coalition for Education and Cultural Programs (NCECP): <http://www.ncecp.org/>
6. Other entities, as approved by EEC

Alternative Early Childhood Training Program:

The successful completion of a post-secondary early childhood teacher training program, approved by the Department, which includes both academic study of the categories and at least one practicum as defined in practicum definition below. (See page 13 for categories of study)

Practicum:

The successful completion of a minimum of 150 hours, over at least an eight week period, of direct work with infants and toddlers or preschoolers, supervised by personnel from an institution of higher learning or an alternative early childhood training program, with at least three site visits, including conferences, and placement with a lead teacher qualified staff member. Responsibilities of the student intern shall include program planning, parent relations, and management of the whole group for a portion of the placement. The practicum must be with the appropriate chronological or developmental age to qualify staff to work with the corresponding age group. One practicum may substitute for nine months of work experience.

Related Field of Study:

A program at an accredited institution of higher learning which includes the study of care giving, development, education, health care, or psychology of children, birth to eight years of age, or provision of direct services to children and their families.

Work Experience:

A supervised experience in providing direct care and teaching during all types of program activities to a group of children, under seven years of age, and not yet enrolled in first grade, or special needs of children up to age 16 at least 12 hours per week, on a regular basis in periods of at least four weeks in one program. Work experience of less than 12 hours per week may count as follows:

- 50 hours of consistent work at one program is equivalent to one month of work experience.
- Work experience whether paid or unpaid must meet staff supervision requirements in regulation 606 CMR 7.09 (17)(b) &(c)
- Work experience must be in a licensed group child care center, family child care home or equivalent program accepted by the Department.



APPENDIX: Summary of Qualifications

This is a summary of qualifications. More detailed and complete information is located on pg. 10, 11, 12 of this document to help you determine your qualification level

| To Be a: | You Need: | You Need: |
|---------------------|---|---|
| | Education | Work Experience |
| Teacher | 3 credits in Child Development | 9 months of experience |
| Lead Teacher | <p>The above teacher requirement plus:</p> <p>9 credits in Early Childhood Education for a total of 12 credits in Early Childhood Education.</p> | <p>A Total of:</p> <p>36 months of experience if you have a high school diploma</p> <p>27 months of experience if you have an EEC certificate or an associate degree in an unrelated field.</p> <p>18 months of experience if you have an Associate degree in a related field or a bachelor degree in an unrelated field.</p> <p>9 months of experience if you have a Bachelor degree in a related field</p> |
| Director 1 | <p>The above Lead Teacher Requirements plus:</p> <p>2 college credits in Child Care Administration</p> <p>2 college credits in Early Childhood Education</p> | <p>The above Lead Teacher Requirements plus:</p> <p>6 months as a Lead Teacher</p> |
| Director II | <p>The above Director 1 Requirements plus:</p> <p>2 college credits in other Administration Topics (see list of topics on page)</p> | No Additional Work Experience |



Level 1: Teacher, Infant-Toddler and/or Preschool

Education Needed:

- You must be 21 years of age or have a high school diploma; and,
- You must have completed a three-credit college course in Child Growth and Development.
- All courses must be from an accredited college

This course may also be called Child Psychology or Developmental Psychology. However, the course description will be reviewed to determine if it meets the criteria for child growth and development birth to age 8 or 12.

Course Substitutions:

- Human Growth and Development One
- Child Development Associate Credential (CDA)
- Graduation from an approved 2-year high school child care program in Massachusetts since 1989 with a recommendation letter from the high school program director, a copy of your high school diploma and transcript.

Other courses may substitute if a course description is sent with the transcript that shows the course was about child growth and development, birth to age 8 or 12.

Courses that will **NOT** Substitute:

- Introduction to Psychology, Human Growth and Development Through the Lifespan, or Developmental Psychology Across the Lifespan

Work Experience Needed:

- 50 hours of consistent work at one program is equivalent to one month of work experience.
- Work experience must be at least 12 hours per week for 4 weeks in one agency with one group of children to count as one month of experience or one agency with mixed ages.

Occasional substitute teaching does not count. However, a “permanent” substitute position at one center will be counted.

- You must have 9 months of supervised work experience
- To qualify for both infant-toddler and preschool teacher you must have at least 3 months work experience with each age group or a supervised practicum with the appropriate age group for which college credit was earned

Work experience in a mixed toddler/preschool group counts towards both infant-toddler and preschool certification

Experience Substitutions:

- An Associate’s or bachelor’s degree in early childhood education or a related field will substitute for 6 months of the required experience
- A bachelor’s degree in an unrelated field will substitute for 3 months of required work experience
- For Infant-Toddler Teacher, 1 CEU (10 hours of instruction) in Infant and Toddler Development, Care and/or Program Planning may substitute for 3 months of required work experience.



Level 2: Lead Teacher, Infant-Toddler and/or Preschool

Education needed:

- You must meet the education requirements for Teacher and;
- You must have completed an additional 9 college credits in Early Childhood Education:
 - 3 college credits in early childhood curriculum, program planning or behavior management is required for preschool level
 - 3 college credits in infant-toddler care and education are required for infant-toddler lead teacher certification
 - The other credits may be in other early childhood education categories of study except Child Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care. (See pg.13 for categories of study information).

Education Substitutions:

- A Child Development Associate (CDA) Credential substitutes for the education requirements for lead teacher.
- Continuing Education Units (CEU's) may substitute for college credit. Up to 4 CEU's may be used to substitute for 3 of one 3 credit course.
- If you submit a Montessori Certificate, you must also show a transcript for completion of Child Growth and Development. The Montessori certificate must be an original.
- K-3 Certification for Children with Special Needs from the Department of Elementary and Secondary Education will qualify and individual as Lead Teacher Preschool.

Work Experience Needed:

- The number of months of experience is determined by the degree that you hold:
 - 36 months of experience if you have a High School Diploma or G.E.D.
 - 27 months of experience if you have a Certificate Program such as a CDA, community college or Montessori credential
 - 18 months of experience if you have an Associate degree in Early Childhood Education or a related field
 - 27 months of experience if you have an Associate degree in an unrelated field
 - 9 months of experience if you have a Bachelor or advanced degree in Early Childhood Education or a related field
 - 18 months of experience if you have a Bachelor or advanced degree in an unrelated field

If the date of your degree award is not on your transcript, please also submit a copy of your diploma.

Work Experience Substitutions:

- A practicum, also call student teaching, substitutes for 9 months of work experience. Credit for the practicum must be both on a transcript and a practicum verification form signed by the college supervisor.



- A pre-practicum, also called field work is **not** considered a full student teaching experience and does not count towards work experience.

Level 3: Director I and Director II

Director I Education Needed:

- Meet the education requirement for a Lead Teacher and;
 - Completed an additional 2 college credits or 3 CEU's in Child Care Administration
 - Completed an additional 2 credits or 3 CEU's in Early Childhood Education, any topic other than Child Care Administration

Director II Education Needed:

- Meet the education requirement for Director I and,
 - Completed an additional 2 college credits or 3 CEU's in Policy Management, Supervision, Families and Communities, Child Care Policy, Health and Safety in Early Childhood Programs, or Children with Disabilities

Director I Work Experience Needed:

- You must meet the work experience requirement for a Lead Teacher and;
- You must have an additional 6 months of work experience as a Lead Teacher.

Director II Work Experience Needed:

- No additional work experience is needed for Director II certification if Director I work experience is already met.



APPENDIX: Categories of Study Required for Certification

- Categories of study must be met with credits from an accredited institution of higher learning, alternative early childhood training program or with Continuing Education Unit (CEUs).
- 4 CEUs in the same category of study are equal to 3 credits; 3 CEUs in the same category of study are equal to 2 credits.
- CEUs do not apply to Child Growth and Development; this must be a 3 credit course.
- No more than 3 of the required 12 credits for lead teacher certification may be met with CEUs.

The study of Early Childhood Education is categorized as follows:

1. Child Growth and Development, Birth – Eight Years
2. Planning Programs and Environments for Young Children
3. Curriculum for Early Childhood Settings
4. Child and Classroom Management
5. Advanced or Specialized Early Childhood Education or Development
6. Children with Special Needs, Birth- 16 years
7. Infant and Toddler Development, Care, and Program Planning
8. Health and Safety in Early Childhood
9. Families and Community
10. Child Care Policy
11. Supervision or Staff Development in Early Childhood Education
12. Child Observation, Documentation and Assessment
13. Child Care Administration

Before you take a course, contact the college to verify that the course will meet EEC requirements. Courses must be from an accredited college. For more information and a list of accredited colleges, please visit:

<http://www.ope.ed.gov/accreditation/>

Please note that colleges from foreign countries must be accredited in that country.

Massachusetts Colleges Online (MCO)

Massachusetts Colleges Online (MCO) is a consortium of the 15 community colleges and 9 state colleges of Massachusetts. The institutions have joined to share their convenient and flexible online courses and programs with students throughout the state and beyond. Here is a link to their website:

<http://www.mco.mass.edu/colleges.jsp>



APPENDIX: Common Questions

How can I gain experience if I cannot get certified to work in a licensed center?

Work experience can be obtained as an assistant teacher or classroom aide, either paid or volunteer, as long as you receive regular supervision by a lead teacher.

How can my experience as a family child care educator count towards certification?

Your work as a family child care educator can count if your experience was supervised by a Director or lead teacher who has an EEC Director or LT certificate and observes you caring for children and meets with you to discuss the observations. Supervision visits need to be made every other month, over a nine month period of time.

Will my work experience as a nanny, babysitter, Sunday school teacher, or working in a play group count towards certification?

No. Only experience at licensed child care centers, licensed family child care homes, preschools, public or private kindergartens or equivalent programs count towards certification.

The center where I worked in Massachusetts is closed. How can I get verification of my work experience?

If the center that closed was in Massachusetts, you can write a statement about the work experience, sign it under penalty of perjury, and have the statement notarized.

If I apply for a certification, but am qualified for something higher, will I receive the higher certificate?

You will receive the highest certification for which you are qualified based on the documents you submit. This also applies if you apply for a higher certification than your documentation supports. You will also receive a letter of explanation with the certificate.

Does my work experience count if I work in a program routinely, but do not work every day?

50 hours of consistent work at one program is equivalent to one month of work experience. Work experience must be in a licensed group child care center, family child care home or equivalent program accepted by EEC.

If I apply for a certification, but am not qualified, how will I know what I need in order to complete my application?

You will receive a letter stating that your certification is incomplete with a detailed request for additional information. Your original transcripts and application will be returned to you with the incomplete letter. You will need to re-submit all of the documents with your additional information when you reapply for your certification.

How long will it take to receive my certificate?

It depends on how complete the application is. If your application is incomplete, you will receive a letter notifying you that explains what additional information is needed. You may check on line for the date your application was received.



APPENDIX: EEC Educator and Provider Regional Partnerships

EEC envisions a workforce development system that is accessible to all educators throughout the state; professional development offerings that are interconnected but occur at statewide, regional, and local levels; and core functions that are available statewide with access points that contribute unique functions, key partners, linkages and pathways to the system. The EPS grant focuses on **3 core areas of professional development: Educator and Provider Planning, Coaching and Mentoring, and Competency Development**. Through this grant EEC is supporting the pathways that lead educators to degree attainment and increased competency and support providers (programs) in attaining and maintaining accreditation and upward movement on QRIS. More specifically EEC is supporting:

Educator and Provider Planning

Goal: To implement professional development pathways for educators and providers (programs) in the mixed delivery system regardless of setting, age group, and position level. The development of individualized pathways should include an assessment of individual educators' knowledge, skills, and abilities (competencies) and a plan that reflects individual experience expertise, and self identified goals. Pathways for educators should include individualized professional development plans that begin by addressing basic academic needs and achieving a credential or certificate through the attainment of a college degree. Pathways for providers should include supports to increase program quality through attaining and maintaining accreditation and upward movement in the QRIS system.

Competency development is reflected through professional development that addresses theory to practice, utilizes reflection, addresses individual educator and provider needs, aligns with EEC Core Competencies and ESE Curriculum Frameworks, and supports the use of environmental rating scales and evidenced-based assessments. Increased competency leads to the attainment of a degree, certificate, or credential, accreditation, and upward movement on QRIS.

Coaching and Mentoring

Goal: To empower and support educators and providers to make informed and appropriate educational choices that advance professional growth by delivering professional development services that address individual career and academic counseling and providing successful coaching and mentoring services that support educator and provider individual goals and recognizes the varied levels of support necessary for educators and providers to succeed.

Core Goals

Educators are supported to increase competency and earn a degree, certificate, or credential in ECE or related field.

Educators have access to the resources and supports (coaching and mentoring) to develop an IPDP, set and achieve professional and academic goals.

Providers receive supports and resources to achieve and maintain accreditation.

Providers are supported in upward movement on QRIS system.

Educators and Providers are working on specific activities based on a plan to obtain one of the core goals listed above

Contact the EPS Regional Partnership in your area:

To learn more about the professional development opportunities that are available to you such as college or CEU courses and career and academic advising contact:

Western MA: Preschool Enrichment Team, Inc. 293 Bridge Street, Suite 322, Springfield, MA 01103

(Region 1) Vicki Van Zee: 413-736-3900 or vvanzee@preschoolenrichmentteam.org

Central MA: Family Services Organization of Worcester, 31 Harvard Street, Worcester, MA 01609

(Region 2) Joanne Gravell: 508-756-4646 or jgravell@cccfcsm.org

Northeast MA: North Shore Community College, 1 Ferncroft Road LE-217, Danvers, MA 01923

(Region 3): Kathy Gallo: 781-593-6722 X6249 or kgallo@northshore.edu

Metro West: Child Care Resource Center, Inc., 130 Bishop Allen Drive, Cambridge, MA 02139

(Region 4) Jenn Kapusik: 617-547-1063 x214 or kapusikj@ccrcinc.org

Southeast MA: Community Action Committee of Cape Cod and Islands, Inc, 115 Enterprise Rd, Hyannis, MA 02601

(Region 5): Beth Gaffney: 508-778-9470 or 1-888-530-2430 or bethg@cacci.cc

Metro Boston: ABCD, Inc, 178 Tremont Street Boston, MA 02111

(Region 6) Yvette Rodriguez: 617-348-6281 or yrodriguez@bostonabcd.org



APPENDIX: Other Important and Related EEC Information

Professional Qualifications Registry:

Registration is required for EEC-licensed center-based programs and family child care homes to comply with the regulations and access professional development resources. Educators in programs not subject to EEC licensure that are participating in EEC's Quality Rating Improvement system (QRIS) pilot also need to register. If you are working in early education or out-of-school time and have not registered yet, you can do so today at:

<https://www.eec.state.ma.us/PQRegistry/>

<https://www.eec.state.ma.us/pqregistry/UserInstructionsforEducators.pdf>

<https://www.eec.state.ma.us/pqregistry/UserInstructionsForPrograms.pdf>

Quality Rating and Improvement System (QRIS):

A Quality Rating & Improvement System (QRIS) is a method to assess, improve, and communicate the level of quality in early care & education and after-school settings. (*Stair Steps to Quality, United Way Success by Six, p. 4*) QRIS are similar to other consumer rating systems, in that they "rate" goods or services to provide customers with a better understanding about the quality of that item. Programs that employ educators with degrees have the potential for a higher rating on the improvement scale. EEC launched the provisional QRIS standards in March 2010. 850 programs across the state are now engaged in the pilot process. The QRIS pilot will allow EEC to learn more about how the rating process works and make informed decisions regarding necessary enhancements prior to full implementation scheduled for January 2011. For more information visit:

<http://www.mass.gov/?pageID=eoesubtopic&L=3&L0=Home&L1=Early+Education+and+Care&L2=Quality+Standards&sid=Eeoe>

EEC Core Competencies:

The 8 core competency areas and subcategories reflect the knowledge, skills, and dispositions necessary for all educators, youth workers, and administrators working in the early education and care and out-of-school time field. Professional development opportunities sponsored by EEC align with core competency areas. For more information visit:

http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf

Professional Development Requirements:

The EEC Licensing Regulations require educators to participate in professional development activities. There are different requirements based on the type of program the educators work in. For details and information about the requirements for each type of program, please visit

<http://www.mass.gov/?pageID=edusubtopic&L=5&L0=Home&L1=Pre+K+->

[+Grade+12&L2=Early+Education+and+Care&L3=Laws%2c+Regulations%2c+and+Policies&L4=2010+Family%2c+Group+and+School+Age+Child+Care+Regulations&sid=Eoedu](http://www.mass.gov/?pageID=edusubtopic&L=5&L0=Home&L1=Pre+K+-+Grade+12&L2=Early+Education+and+Care&L3=Laws%2c+Regulations%2c+and+Policies&L4=2010+Family%2c+Group+and+School+Age+Child+Care+Regulations&sid=Eoedu)

Professional Development Calendar:

Search EEC's online calendar to find professional development opportunities in your area or across the state that meet your needs! The professional development calendar serves as a centralized source of information on courses and training for all educators and licensees in MA. www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx

Early Childhood Educators Scholarship Program:

The *Early childhood Educators Scholarship Program* was funded as a pilot initiative by the Legislature for the purpose of increasing the quality and availability of educators to work with young children and youth in inclusive settings including infant/toddler, preschool and school age programs. The scholarship is designed to provide financial assistance for currently employed early childhood and out of school time educators who enroll in an associate or bachelor degree program in Early Childhood Education or related programs. For more information please go to the EEC website at:

<http://www.osfa.mass.edu/default.asp?page=ecescholarship>