

## Early Childhood Coursework

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### **Coursework that is directly related to the field of early childhood**

To determine whether or not a course is “Early Childhood Coursework” for the purpose of the Early Childhood Professional Credential, the PDIS review team looks for courses that 1) align with the Colorado Competencies for Early Childhood Educators and Administrators, 2) include content that is focused on ages birth to 8 years old (at a minimum, more than 50% of that age span), or 3) address Cultural Competence, Children with High Needs, Social Emotional Development, or a basic understanding of Research as these topics are embedded within the Early Childhood Competencies.

## CEU

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### **Continuing Education Unit**

To earn points for a CEU, the training must be provided by 1) an [International Association for Continuing Education and Training](#) (IACET) accredited provider or 2) a regionally accredited college or university.



**IACET** - Many training providers use clock hours and CEUs interchangeably on their certificates, but in order for CEU hours to be accepted for your Early Childhood Credential the certificate must have the IACET logo. The IACET accreditation ensures a high level of credibility and accountability with learning and assessment outcomes. [Locate](#) an IACET Provider.

**College/University** – most regional colleges and universities offer CEU courses. In order to receive points for a CEU from a college or university provide an official transcript showing the CEU course with date completed and approval of passing or satisfactory score. There can be exceptions to this, so please check with the PDIS Help Desk if the institution has provided a certificate in lieu of a transcript.

## High Needs

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### **Each full day training completed that focuses on children with high needs**

Trainings are eligible for ‘high needs’ points when they satisfy the following criteria:

- The training is full day, defined as six hours or more and;
- The training content focuses on young children with ‘high needs’, as defined below.

The US Department of Education defines ‘high needs’ as “Children with high needs means children from birth through kindergarten entry who are from low-income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on ‘Indian lands’ as that term is defined by § 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the state.”

(Cont’d)



Using this definition as guidance, the Colorado Early Childhood Professional Credential considers trainings focused on children with high needs when it clearly addresses at least one of the following topics:

- Inclusion
- Poverty
- Special Needs
- Infants/Toddlers
- Differentiation
- Dual Language Learners
- English Language Learners
- Disabilities
- Developmental Delays
- Tribal/Indian Lands
- Families with Low Income
- Foster Care
- Homeless
- Migrant
- Social Emotional

## Series

### **At least 12 hours of training delivered on more than one occasion at least one week apart**

To earn additional points toward the EC Professional Training, a ‘Series’ is defined as at least 12 hours of training delivered on more than one occasion at least one week apart. This definition is based on research evidence outlining specific characteristics of effective training. The intent of including training series as a special designation is to recognize the types of training delivery where the participant group remains the same for each session and the training content is connected from one session to the next in an intentional manner from the initial session to the end of the series. This type of delivery encourages the group of participants to develop a learning community where they can gain new content, apply that new content in their work environment, and then return to the learning community to share and reflect on those experiences, and expand their learning with additional content. When training certificates are submitted toward an individual’s credential, the additional ‘series’ points are awarded when the training certificate clearly documents at least 12 clock hours and dates of multiple sessions at least a week apart.

#### **Research summary:**

- “The optimal benefits of the adult learning methods were realized when...the learning experience was implemented for more than 10 hours on different occasions.” (Dunst, Hamby, O’Herin, & Trivette, 2009)
- “The more occasions the training is provided, the more opportunities for processing, reflection and assessment of mastery” (Dunst, Hamby, O’Herin, & Trivette, 2009)
- “It appears that a one-time workshop is not as effective in training educators in new skills, even if they are narrowly targeted, as are more lengthy or extensive professional development models” (Halle, Lavelle, Tout, Vick Whittaker, & Zaslow, 2010)
- “Intensive, continuous and individualized training appears more likely to change teacher/caregiver behavior than short-term workshops” (Trauten & Weber, 2008)

#### **References**

Dunst, C. J., Hamby, D. W., O’Herin, C. E., & Trivette, C. M. (2009). *Characteristics and Consequences of Adult Learning Methods and Strategies*. Asheville, North Carolina: Winterbery Research Syntheses.

Halle, T., Lavelle, B., Tout, K., Vick Whittaker, J., & Zaslow, M. (2010). *Toward the Identification of Features of Effective Professional Development for Early Childhood Educators: Literature Review*. Washington DC: Child Trends.

Trauten, M., & Weber, R. B. (2008). *Effective Investments in the Child Care and Early Education Profession*. Oregon State University Family Policy Program Oregon Research Partnership.



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## Job Embedded Component

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### 8 hours of Coaching connected to a specific training

Currently, points are awarded in Ongoing Professional Development for a Job Embedded Component when an individual participates in at least 8 hours of coaching that is connected to a specific training. Options to earn points for additional types of job embedded professional development, such as communities of practice, may be added in the future. To earn these points, the coaching must be connected to a specific training that the individual also completed. Research demonstrates that training and coaching are more effective when they are connected. The [Coaching Verification Letter](#) and the training certificate must both be submitted for the points to be awarded.

#### Research Summary:

- “Models of RBP (mentoring, coaching, consulting, technical assistance, and staffed family child care networks) appear to be a potent tool for behavior change, especially when delivered with training or education” (Trauten & Weber, 2008)
- “New studies have shown the effectiveness of intensive, job-embedded modes combined with training or education” (Trauten & Weber, 2008)
- “Characteristics that are associated with more positive outcomes include training that is:
  - individualized—sometimes accomplished by embedding the training in the person’s job” (Bryant, 2008; Dickinson & Caswell, 2007; Fiene, 2002; Layzer et al., 2007; Pianta et al., 2008; Ramey et al., 2008)
- “Blending training with coaching is particularly important and can produce very powerful results. Using a mix of training and coaching can be particularly useful when an organisation is going through change because it can help individuals to change their behaviour and leadership styles.” (NHS Leadership Centre, 2005)
- “To support the acquisition of new knowledge - and the application of knowledge to practice - in the context of QRIS, policymakers could identify strategies for creating tighter linkages between training and coursework and coaching.” (Isner, et al., 2011)

#### References

- Isner, T., Tout, K., Zaslow, M., Soli, M., Quinn, K., Rothenberg, L., & Burkhauser, M. (2011). *Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems (QRIS): Identifying Promising Features*. Washington DC: Child Trends.
- NHS Leadership Centre. (2005). *Literature Review: Coaching Effectiveness - a summary*. Manchester: Modernisation Agency Leadership Centre.
- Trauten, M., & Weber, R. B. (2008). *Effective Investments in the Child Care and Early Education Profession*. Oregon State University Family Policy Program Oregon Research Partnership.