

South Dakota Pathways to Professional Development



Recognizing People who Provide Child Care, Early Education
and School-Age Care for South Dakota's Children

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Introduction

South Dakota Pathways to Professional Development program is a statewide initiative to promote the recognition of individuals who work in child care, preschool, Head Start, school-age and other programs that serve the needs of children and families.

Program Philosophy: The quality of care and education that children receive depends on the knowledge and skills of the individuals who care for and educate them.

Program Goal: To provide professional support and public recognition of individuals who actively pursue continuing education and demonstrate commitment to working with children and families.

Frequently Asked Questions

What are the components of the Pathways to Professional Development Program?

1) Career Lattice

The Career Lattice is a statewide computerized registry that documents practitioners educational and professional accomplishments. Practitioners can use the register to accumulate an accurate record of their education and to receive recognition for their professional commitment. The Career Lattice also provides opportunities to increase recognition and compensation for professionals who work with children.

2) Trainer Registry

The Trainer registry is a directory designed to support the development of a network of trainers committed to providing adult learning experiences that promote quality care for children. (see page 17 for more information)

What is the purpose of the Career Lattice?

- To recognize individuals who make a commitment to continued professional development related to their work with children and youth.
- To increase the number of quality care and education programs by developing a knowledgeable and skilled workforce.
- To develop awareness among parents, employers and other community members of the important roles that child care, early education and youth development practitioners play within communities across South Dakota.
- To document a complete record of early childhood training and education in the Professional Training areas for each practitioner.

Who may participate in the Career Lattice?

The Career Lattice includes child care providers, early educators, youth development specialists, trainers, directors, administrators and advocates for young children and families. The Career Lattice provides professional recognition for those who work directly or indirectly with infants, toddlers, preschool children, school-age children and youth. It includes entry-level education and college and university degrees.

Practitioners are recognized for their work with children, youth and families in a variety of settings such as:

- Family child care and group family child care homes
- Child care centers
- Preschools
- Head Start programs
- School-age programs
- Public and private schools
- Public and private universities and tribal colleges
- Community agencies serving children and families (i.e. early intervention, family literacy, teen parent programs, etc.)
- Private organizations and government agencies that impact child care and early education at local, state and regional levels.

How is the Career Lattice helpful?

- Serves as a vehicle for practitioners to pursue continued growth in their profession.
- Builds public appreciation of and respect for the child care, early education, and school-age professions.
- Encourages employers to improve working conditions and employment opportunities for professionals who work with children.
- Encourages increased recognition and compensation for knowledgeable and experienced practitioners.
- Encourages parents to make informed choices about child care and early education and school-age care opportunities for their children.
- Individuals or programs may publicize the education, training, and experience of practitioners so that parents and other community members know that the children are being cared for and educated by trained personnel.
- Employers may recruit new employees based on their achievements (level) on the Career Lattice.

Training Overview

Professional Training Areas

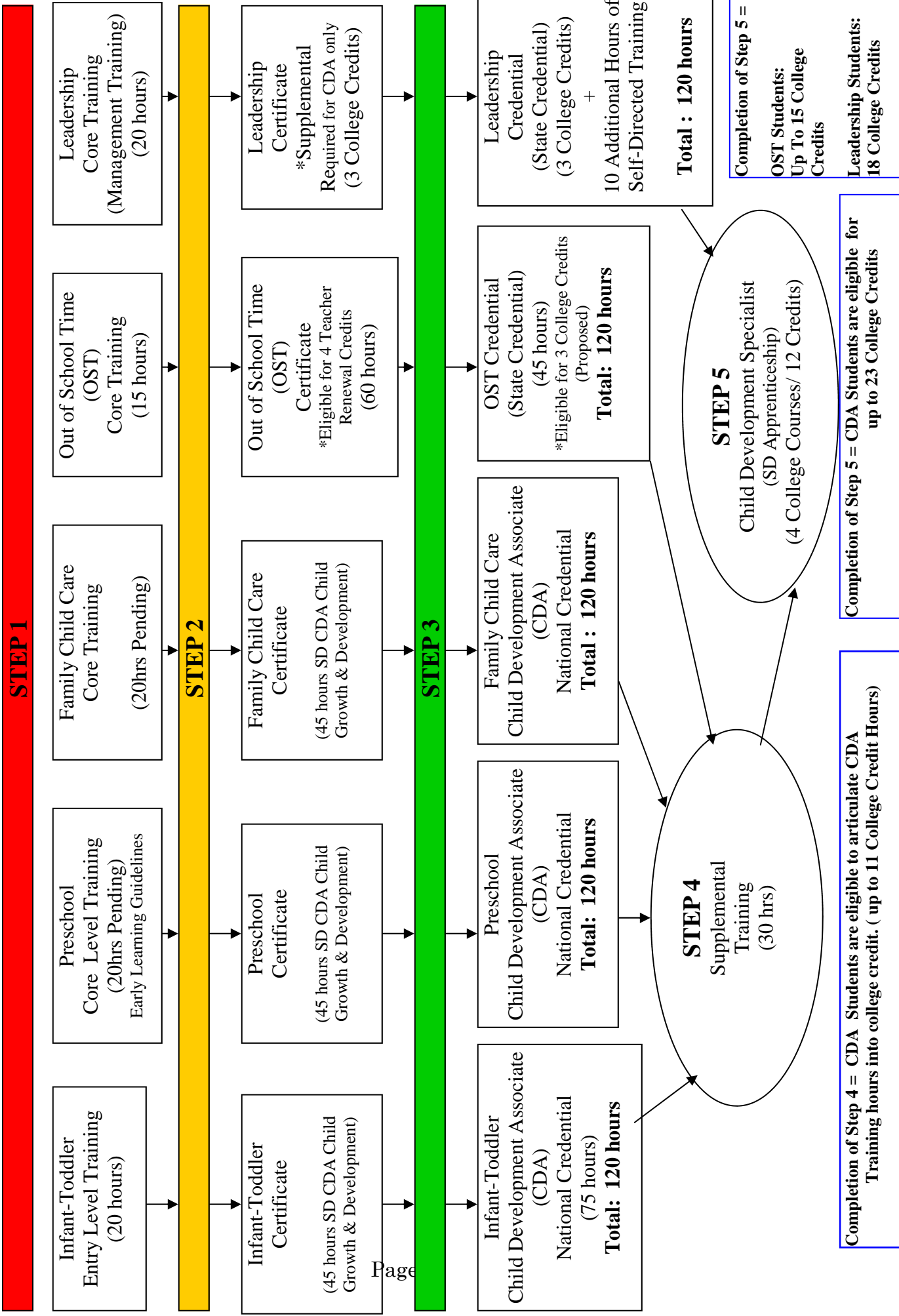
The following 15 training areas represent the core knowledge and competencies (skills) that all practitioners should have in order to provide for the unique developmental needs of the children, youth and families they serve. Within each of these broad training areas, various class topics can be addressed and easily tracked for those enrolled in the Pathways Career Lattice.

1. Child growth and development
2. Child abuse and neglect
3. Guidance and behavior management
4. Observing children
5. Identification and prevention of communicable diseases
6. Program safety
7. Nutrition for children
8. Program management and regulation
9. Interpersonal communication and relationships
10. Cultural diversity
11. Learning environments
12. Age-appropriate planning
13. Professionalism
14. Partnerships with parents
15. Inclusion of all children

Pathways Specialization Certificates

Certificates offered by the Division of Child Care Services are not recognized on any one particular level of the Pathways Career Lattice. Instead, when the provider completes a state certificate program such as the Infant/Toddler, Preschool, Family Child Care, Out-of-School Time (OST), or Leadership, they are recognized as having a specialization in relation to the specific age group or training that was received. This specialization is recognized at all levels on the Pathways Career Lattice.

South Dakota Pathways Professional Development System



Career Lattice Qualifications



Level I—Introductory Informal Education

A person in this category could be operating an unregulated family child care program or someone just starting their career as a staff person in a child care center, school-age or Head Start program.

Education and Training

- High school diploma or GED,
- Professional training (within the last year) that includes:
 - 1) Current certificate in infant and child CPR (see glossary for definition),
 - 2) First Aid training,
 - 3) Six hours of training selected from two or more of the Professional Training Areas (see page 5).

Professional Commitment

- Work directly with two or more unrelated children in an unregistered, registered or licensed child care, preschool, Head Start or school-age program.
- Demonstration of professional leadership is encouraged.

Renewal Requirements (every three years)

- Maintain infant and child CPR certification and First Aid training.
- Complete a minimum of six hours of training annually covering two or more of the Professional Training Areas.
- Obtain South Dakota child care or preschool state registration; or work directly with children in a state-licensed child care, Head Start or school-age program.

Level II—Advanced Informal Education

A person at this level could be operating a state registered family child care program or working in a licensed child care, preschool, Head Start or school-age program.

Education and Training

- High school diploma or GED,
- Professional training (within the last year) that includes:
 1. Current certificate in infant and child CPR (see glossary for definition)
 2. First Aid training,
 3. Twenty hours of training selected from **four** or more of the Professional Training Areas listed on page 5.

Professional Commitment

- Work directly with two or more unrelated children in a state registered or licensed child care, preschool, Head Start or school-age program.
- Participation requirements:
 - a) Membership in a recognized professional organization.
 - or-**
 - b) Attend at least six hours of training offered at a regional, state or national professional development conference.
- Demonstration of professional leadership is encouraged.

Renewal Requirements (every three years)

- Maintain infant and child CPR certification and First Aid training.
- Complete a minimum of 20 additional training hours annually covering four or more of the Professional Training Areas.
- Work directly with children in a state registered or licensed child care, preschool, Head Start or out-of school time program.
- Maintain membership in a recognized professional organization or attend at least six hours of training offered at a professional conference.

Level III—Professional Credential

It is expected that professionals at this level will specialize in an area of study such as infant/toddler, preschool, school-age care, family child care, home visitor or program administration. Level III practitioners may have a CDA, or similar credential or may possess a vocational certificate from a Technical Institute. They may or may not be providing direct care and education to children.

Education and Training

- High school diploma or GED,
- Infant and child CPR certification (see glossary for definition) and First Aid training if working directly with children.
- Completion of a minimum of 120 hours of instruction and procedures required to obtain a credential. (refer to glossary for further information)

Professional Commitment

- Experience:
 - a) Work directly with two or more unrelated children in a state registered or licensed child care, preschool, Head Start or school-age program

-or-

 - b) Provides leadership and/or instruction that contributes to the development of other practitioners.
- Membership in a recognized professional organization.
- Attend a minimum of six hours at a regional, state or national professional development conference.
- Demonstration of professional leadership is encouraged.

Renewal Requirements (every three years)

- Maintain infant and child CPR certification and First Aid training, if working directly with children.
- Completion of continuing education as required to retain the professional credential.
- Work directly with children in a state registered or licensed child care, preschool, Head Start or school-age program; or provide leadership and/or instruction that contribute to the development of other professionals (i.e. roles such as program director, education coordinator, trainer, etc.).
- Maintain membership in a recognized professional organization.
- Attend at least six hours of training offered at a regional, state or national professional development conference.

Level IV-Apprentice or Higher Education Coursework

A Level IV practitioner could be someone who has received their Apprentice certification or who has completed some college-level coursework. They may or may not be providing direct care and education to children.

Education and Training

- High school diploma or GED,
 - Infant and child CPR certification (see glossary for definition), and First Aid training if working directly with children
 - Completion of:
 - a) Child care and early education apprenticeship training and certification.
- or-**
- b) A minimum of 12 college credits in early childhood education, family relations (refer to glossary, Required Education Areas)

Professional Commitment

- Experience:
 - a) At least two years of experience working with children in a state registered or licensed child care, preschool, Head Start or school-age program in the last six years;
- or-**
- b) At least two years of experience promoting the development of other practitioners (i.e. professional roles such as program director, trainer, Head Start education coordinator, etc.).
- Membership in a recognized professional organization.
 - Attend a minimum of six hours of training at a regional, state or national professional development conference.
 - Demonstration of professional leadership is encouraged.

Renewal Requirements (every three years)

- Maintain infant and child CPR certification and First Aid training, if working with children.
- Completion of continuing education that positively contributes to ongoing professional development in the field of early childhood education or family relations.
- Work directly with children in a state registered or licensed child care, preschool, Head Start or school-age program; or provide leadership and/or instruction that contributes to the development of other practitioners (i.e. roles such as program director, education coordinator, trainer, etc.).
- Maintain membership in a recognized professional organization.
- Attend a minimum of six hours at a regional, state or national professional development conference.

Level V– Early Childhood Associates Degree

This person would most likely have an associate degree in early childhood or a college degree that is unrelated but has work experience and relevant training. Credit is given at this level for the completion of a four-year degree although it may not be in a related field such as early childhood or school-age care. They may or may not be providing direct care and education to children.

Education and Training

- Infant and child CPR certification (see glossary for definition) and First Aid training, if working directly with children.
- Degree requirement:
 - a) Completion of an associate’s degree program that includes a minimum of 18 college credits of coursework (refer glossary, Specialty Areas of Education).
 - or-
 - b) A college degree that is unrelated to the early childhood field combined with demonstrated work experience and professional training that is relevant to the early childhood field.

Professional Commitment

- Work experience:
 - a) At least two years work experience in a program with children in the last four years,
 - or-
 - b) Supervised practicum/field experience as required by the associates degree program,
 - or-
 - c) A minimum of two years experience promoting the development of other practitioners (i.e. professional roles such as program director, trainer, Head Start education coordinator, etc.).
- Membership in a recognized professional organization.
- Attend a minimum of six hours of training at a regional, state or national professional development conference.
- Demonstration of professional leadership is encouraged.

Renewal Requirements (every 3 years):

- Maintain infant and child CPR certification and First Aid training, if working with children.
- Completion of continuing education that positively contributes to ongoing professional development in the field.
- Work directly with children in a state registered or licensed child care, preschool, Head Start or school-age program; or provide leadership and/or instruction that contributes to the development of other practitioners (i.e. roles such as program director, education coordinator, trainer, etc.).
- Maintain membership in a recognized professional organization. Attend a minimum of six hours at a regional, state or national professional development conference.

Level VI– Baccalaureate Degree

A level VI practitioner would have a four-year degree with college credits relating to child development and learning; family and community relationships; curriculum development, etc. They also could have a four-year degree in a related field of study combined with relevant work experience and training. They may or may not be providing direct care and education to children.

Education and Training

- Infant and child CPR certification (see glossary for definition) and First Aid if working directly with children.
- Completion of a baccalaureate degree program that includes a minimum of 24 college credits of coursework in the Specialty Areas of Education (refer to glossary)
- Completion of a baccalaureate degree in a related field of study combined with demonstrated work experience and professional training that is relevant to the early childhood field.

Professional Commitment

- Work experience:
 - a) Four years work experience in an early childhood or school-age program,
-or-
 - b) Supervised field experience as required by a bachelor's degree program,
-or-
 - c) At least two years of experience promoting the development of other practitioners (i.e. professional roles such as program director, trainer, Head Start education coordinator, etc.)
- Membership in a recognized professional organization.
- Attend a minimum of six hours of training at a regional, state or national professional development conference.
- Demonstration of professional leadership is encouraged.

Renewal Requirements (every 3 years)

- Maintain infant and child CPR certification and First Aid training, if working with children.
- Completion of continuing education that positively contributes to ongoing professional development in the field.
- Work directly with children in a state registered or licensed child care, preschool, Head Start or school-age program; or provide leadership and/or instruction that contributes to the development of other practitioners (i.e. roles such as program director, education coordinator, trainer, etc.).
- Maintain membership in a recognized professional organization.
- Attend a minimum of six hours of training at a regional, state or national professional development conference.
- Demonstrated leadership that positively contributes to the field of early childhood or school-age care and education.

Level VII– Masters & Doctoral Degree

A person at Level VII has an advanced degree such as a masters or doctoral in early childhood or a closely related field. They may or may not be providing direct care and education to children.

Education and Training

- Infant and child CPR certification (see glossary for definition) and First Aid if working directly with children.
- Completion of masters or doctoral degree program in early childhood education or a closely related field with graduate level course work in the Specialty Areas of Education (refer to glossary) including an extended knowledge in the following areas:
 - Theories of child growth and development,
 - Theories of early childhood education and curriculum,
 - Research in the specialty areas (refer to glossary),
 - Current issues and perspectives of early childhood education including diversity, culture, language and families,
 - Assessment of children, curriculum, programs and caregivers,
 - Interdisciplinary fields affecting children, families and the early childhood education profession.

Professional Commitment

- At least four years of experience promoting the development of other practitioners.
- Serve as a mentor and educator to others in the field.
- Membership in a recognized professional organization.
- Attend a minimum of six hours of training at a regional, state or national professional development conference.
- Demonstration of professional leadership is required and recognized.

Renewal Requirements (every three years)

- Maintain infant and child CPR certification and First Aid training, if working with children.
- Completion of continuing education that positively contributes to ongoing professional development in the field.
- Maintain membership in a recognized professional organization.
- Attend a minimum of six hours of training at a regional, state or national professional development conference.
- Demonstrated leadership and/or instruction that positively contributes to the field of early childhood or school-age care and education.

Trainer Registry



Introduction

South Dakota Pathways to Professional Development is based on the philosophy that all children are entitled to receive nurturing care provided by well-trained adults. The Trainer Registry is a directory designed to enhance the availability of quality adult learning experiences for early childhood and school-age practitioners.

Frequently Asked Questions

What is the purpose of the Trainer Registry?

The overall purpose of the Trainer Registry is to develop a network of trainers who are committed to providing quality adult learning experiences for individuals who work with children and families in South Dakota. The objectives of the Trainer Registry include:

- To enhance availability of professional training for trainers based on core knowledge and competencies (skills) that individuals should have in order to provide quality adult education experiences.
- To promote accessibility to quality educational opportunities that meet the diverse professional development needs of all individuals who work in early childhood and school-age care programs.
- To recognize individuals who complete specialized training and work experiences that promotes their ability to provide quality professional development experiences for adults.
- To promote awareness of training opportunities available to practitioners.
- To maintain records of training sessions conducted by registered trainers in conjunction with the Career Lattice.

Who may participate in the Trainer Registry?

Participation in the Trainer Registry is voluntary. The registry includes three levels of recognition for individuals who provide adult education experiences for early childhood and school-age care practitioners:

- **Level I:** Registered trainers are individuals who periodically provide group training experiences for early childhood and/or school-age practitioners. Early childhood mentors, advisors, home visitors and parent educators who have completed specialized training that enables them to provide one-on-one training to practitioners and parents are eligible.
- **Level II:** Validated trainers are individuals who voluntarily complete a review process that enhances the trainer's ability to provide quality adult learning experiences.
- **Level III:** Master educators are individuals who provide college or university level early childhood education courses. Master educators are required to complete the professional development requirements of their respective educational institution.

How does the application process work?

- 1) All individuals who provide adult education experiences for early childhood and school-age practitioners are encouraged to apply to the Trainer Registry by requesting an application packet from any of the contacts listed on the back of this booklet.
- 2) The completed Pathways Trainer Application is sent to the appropriate regional Early Childhood Enrichment Program (see map in glossary). The program staff will contact the trainer to set up a meeting for special instruction and to receive applicable trainer materials.
- 3) The trainer is notified of the Trainer Registry Level she/he has attained and is provided with a Pathways certificate. The certificate is ongoing and trainers are encouraged to actively pursue additional education in the Core Areas of Knowledge (skills).

All Trainers—are required to adhere to the following additional requirements:

- Register training sessions or events at least four weeks in advance with the regional Early Childhood Enrichment office.
- Assure training tracking forms are completed correctly and procedures for distribution and submission are followed.
- Adhere to the core knowledge and competencies as outlined in the “South Dakota Pathways to Professional Development Core Competencies” guide.
- Promote the Pathway’s Career Lattice at each training event to ensure class participants have knowledge of the program benefits and understand how to apply for the lattice.

What are Core Areas of Knowledge?

The “Core Areas of Knowledge” provide a framework for the knowledge that trainers and educators should have in order to provide quality professional development experiences for adult learners. The following areas of knowledge have been defined for trainers and educators who wish to provide training recognized by the Trainer Registry:

- 1) Adult Learning and Development
 - Understands individual differences among adult learners.
 - Understands the process of adult development.
 - Understands the importance of experiential learning.
- 2) Training Curriculum and Design
 - Possesses an in-depth knowledge of the training content.
 - Understands how to adapt training to participants’ needs.
 - Understands how to research, organize and implement an effective adult training experience.
- 3) Training Methodology and Presentation
 - Understands the elements of a positive learning environment.
 - Understands their role as a facilitator of adult learning.
 - Understands the dynamics of group management and interaction as a teaching tool.
- 4) Cultural and Individual Diversity
 - Values the experiential knowledge base adults bring to training encounters.
 - Understands the importance of respecting individual and cultural diversity among training participants.
- 5) Training Evaluation
 - Understands methods of assessing training outcomes.
 - Understands the importance of assessing implications for future training and follow-up with participants.

Glossary



(All terms are listed in alphabetical order:)

Core Knowledge and Core Competencies:

Core Knowledge identifies the range of knowledge that adults working with young children need to facilitate child learning and development.

Core Competencies identifies the observable skills that adults working with young children need to facilitate learning and development.

CPR Certification:

As defined by State Child Care Licensing Rule:

The individual must become certified in infant-child cardio-pulmonary resuscitation (CPR) through either the American Heart Association, the American Red Cross or another entity that provides the applicant with hands-on-skills testing as part of the training.

Credential Subject Areas:

(Referencing specific subject areas for the Council for Professional Development, Child Development Credential (CDA)

- 1) Planning a safe, healthy learning environment
- 2) Steps to advance children’s physical and intellectual development
- 3) Positive ways to support children’s social and emotional development
- 4) Strategies to establish productive relationships with families
- 5) Strategies to manage an effective program
- 6) Maintaining a commitment to professionalism
- 7) Observing and recording children’s behavior
- 8) Principles of child growth and development

Demonstrated Work Experience:

Experience working in programs that provide child care, early education, school-age care, or other support services for children and families. Examples of other “support services” may include, but are not limited to, early intervention, family literacy child food and nutrition and child care licensing programs. Work experience focused on promoting the professional development of practitioners is also recognized.

Early Care and Education:

Refers to services provided to children between birth and eight years of age such as child care centers, group family child care, family child care homes, preschools, and Head Start programs.

Practitioners:

Refers to individuals who actively pursue continuing education and demonstrate a professional commitment to working with children, youth and families. Examples include, but are not limited to: child care workers, Head Start employees, preschool teachers, administrators, and program directors and supervisors.

Professional Development Conference:

A conference designed specifically to address issues affecting children and the professional development of individuals who work in the early childhood and out-of-school-time fields. Examples would include state and national organization conferences such as, but not limited to:

- ❖ Council for Exceptional Children Conference,
- ❖ South Dakota Association for the Education of Young Children (SDAEYC) Conference,
- ❖ South Dakota Child Care Providers Association Conference,
- ❖ South Dakota Head Start Association Conference
- ❖ South Dakota School Age Care Association Statewide Conference (SoDakSACA)

Professional Leadership:

Participation in a role that involves promoting professionalism in the early care and education and youth development related activities that go above and beyond the scope of normal employment specifications. This can include, but is not limited to:

- ❖ Leadership position in a recognized professional organization
- ❖ Board member of a statewide or national professional organization
- ❖ Author of a published article relevant to early childhood or out-of-school-time issues.
- ❖ Coordinator or committee member of a recognized professional development conference
- ❖ Recipient of an award specific to the profession
- ❖ Head Start Peer Review Team Member

Professional Organizations:

Must be affiliates of either state or national organizations including professional organizations such as:

- ❖ South Dakota Association for the Education of Young Children (SDAEYC),
- ❖ South Dakota School Age Care Alliance (SoDakSACA),
- ❖ Council for Exceptional Children,
- ❖ South Dakota Child Care Providers Association
- ❖ South Dakota Association for Child Care Directors'
- ❖ South Dakota Head Start Association
- ❖ South Dakota Children's Coalition.

Related Field of Study/Related Degree:

Refers to college courses or related degrees that specialize in the field of early care and education, family and consumer sciences or human development child and family studies. Related degrees include coursework focused on child growth and development, youth development and curriculum development. Examples of related field of study include, but are not limited to: family and community relations, professionalism, assessment, inclusion and field experience. Each application will be reviewed on a case by case basis to determine degree and/or course relation to the fields of early childhood care and education.

Required Education Areas:

(Referencing U.S. Department of Labor, Apprenticeship Program Standards)

1. Ensuring a safe, healthy learning environment
2. Promoting children's physical and intellectual development
3. Nurturing children's social and emotional development
4. Providing positive guidance
5. Collaborating with parents
6. Program preparation, planning, implementation, professional evaluation

School-Age Program:

Refers to the care and education services provided to children between 5 and 12 years of age sometimes referred to as out-of-school time (OST) care.

Specialty Areas of Education

1. Child development and learning
2. Curriculum development and implementation
3. Professionalism
4. Family and community relationships
5. Assessment
6. Supervised field experience
7. Inclusion

State Registered and Licensed Programs:

There are currently four types of state licensure and one type of registered care programs by the State of South Dakota. To become licensed or registered, a child care provider must contact their local licensing office.

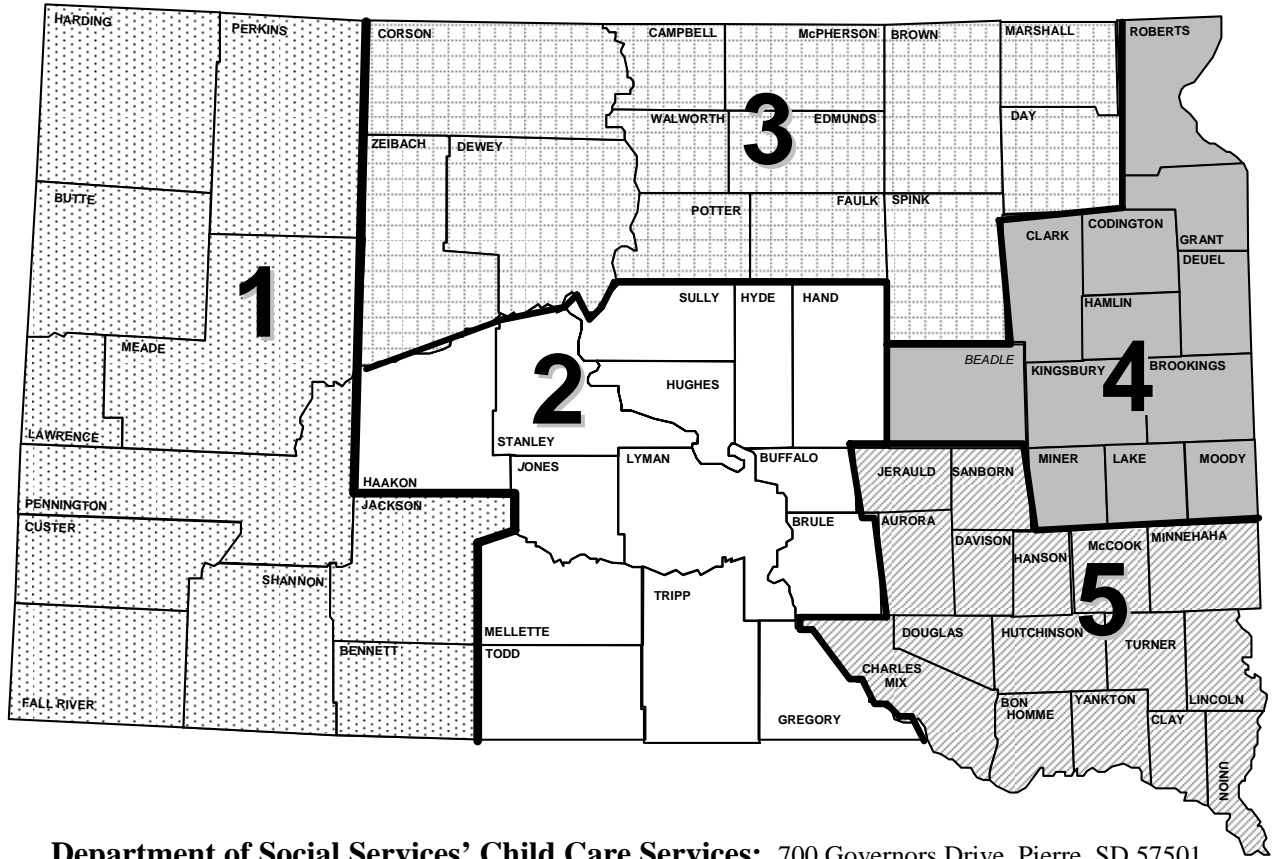
- ❖ **Registered Family Daycare:** The care of 12 or less children in the provider's own home. Registration is voluntary; however, it is necessary for a Pathway's participant to move beyond Level I on the Career Lattice.
- ❖ **Licensed Group Family Daycare:** The care of 13 to 20 children in the home or other type of facility.
- ❖ **Licensed Day Care Center:** The care of 21 or more children.
- ❖ **Licensed Before & After School Center.** The care of 13 or more children. The facility cares for only school-aged children.

Supervised Practicum Experience:

Experience working with children and families as a requirement of a program of study from a recognized technical or higher education institution. Supervised practicum experience is countable toward total hours of work experience.

SD Department of Social Services

Early Childhood Enrichment & School-Age Programs



Department of Social Services' Child Care Services: 700 Governors Drive, Pierre, SD 57501
Telephone: (605) 773-4766 or toll-free 1-800-227-3020

Rapid City Area: Early Childhood Connections, 809 South St., Suite 304, Rapid City, SD 57701
Telephone: (605) 342-6464 or toll-free 1-888-999-7759

Pierre Area: Pierre Area Referral Service, 118 E. Missouri, Pierre, SD 57501
Telephone: (605) 224-8731 or toll-free 1-800-499-4767

Aberdeen Area: Early Childhood Partners, 1500 N. Main St., Aberdeen, SD 57401
Telephone: (605) 229-8505 or toll-free 1-800-982-6404

Brookings Area: Brookings Family Resource Network, HDCFS Dept. Box 2218, SDSU, Brookings, SD 57007
Telephone: (605) 688-5730 or toll-free 1-800-354-8238

Sioux Falls Area: Sioux Valley CHILD Services, 1115 W. 41st St., Sioux Falls, SD 57106
Telephone: (605) 333-0663 or toll-free 1-800-235-5923



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