



State of Connecticut Common Standard for Assessing Twelve Early Childhood Education or Child Development Credits for Early Childhood Classroom Teachers, Head Teachers and Early Childhood Education Consultants

The Connecticut departments of Education (SDE), Public Health (DPH) and Social Services (DSS) use “12 credits in early childhood education¹ or child development” in part to define their requirements for early childhood classroom teachers² in DSS and SDE funded programs and head teachers and/or early childhood education consultants for DPH licensed child day care centers and group homes.

In addition, **Connecticut Charts-A-Course (CCAC)**, a program of the Board of Trustees of Community Technical Colleges includes 12 credits in early childhood education or child development in the definition of various levels on the Career Ladder.

Definition of Common State Standard

The above state agencies and the Department of Higher Education (DHE) have adopted the following standard to be used to determine compliance with the requirement of 12 credits in early childhood education or child development on and after January 1, 2010 as:

Courses, that include the study of the education or development of children less than five years of age, will be credited toward the requirement of twelve credits in early childhood or child development.

Adopted by Department of Public Health, Department of Education, and the Department of Social Services in collaboration with Connecticut Charts-A-Course, a program of the Board of Trustees of Community-Technical Colleges, and the Department of Higher Education, October 2009.

¹ Early childhood education is abbreviated as ECE throughout this document.

² Classroom teacher in this document is defined as all those adults in the classroom, regardless of title, who are responsible for children.

This page can be used by the agencies as they deem appropriate. The information will be posted on the CCAC web site under career counseling.

FREQUENTLY ASKED QUESTIONS

about the about the State of Connecticut Common Standard for Assessing Twelve Early Childhood Education or Child Development Credits for Early Childhood Classroom Teachers, Head Teachers and Early Childhood Education Consultants

1. Who will implement the common standard for the agencies?

Answer: For DSS and SDE, effective January 1, 2010, the Early Childhood Professional Registry of Connecticut Charts-A-Course (CCAC), will be the sole determiner of whether an individual meets the standard for 12 early childhood education credits. In addition, CCAC will also report to those state agencies and the public using the common standard.

DPH will apply the common standard for 12 early childhood education or child development credits for head teacher and education consultant approval.

To insure implementation and ongoing system integrity and uniformity in its Professional Registry, CCAC shall engage the state Department of Higher Education (DHE) to review and provide guidance on implementation of the standard. After initial implementation, DHE shall be consulted by CCAC on adding or removing courses from the Registry and shall, at least annually, review the CCAC Professional Registry system for compliance with the standard.

2. Does the standard accept courses that cover a wider age span?

Answer: Yes. Life span development courses would be included as long as some of the course content is relevant to children under the age of five. However, courses only in adolescent development would not be included.

3. Does the standard require that a course include study of the entire age range from birth to five?

Answer: No. A course that is specifically about infants or solely about 3- and 4-year-old children will be included.

4. Can courses be about one or more areas of child development?

Answer: Yes. Courses can be general or specific and can cover one or more areas of child development. For example, courses in language, social emotional or cognitive development of young children or the play behaviors of young children would be included.

5. Can courses about teaching children, either in general or specifically, in a subject area be included?

Answer: Yes. Courses about teaching literacy, science, math or social studies or other subjects that include teaching children under the age of five would be included. Courses that are solely about teaching children of kindergarten age or older would not be included.

6. Does the standard include courses on how to work with families or the community?

Answer: Yes. As long as it is clear that the content is relevant to working with children under the age of five years, those courses would be included.

7. Does the standard include courses dealing with the administration of an early childhood program?

Answer: Yes. As long as it is clear that the content is relevant to supervising staff persons who work with children under the age of five years they would be included.

8. Does the standard specify particular courses that have to be included in the twelve credits?

Answer: No. There are no distribution requirements specifying required courses, however, the agencies strongly recommend that the teacher have a solid ECE foundation by distributing courses as follows:

3-credits in **child development and learning** which includes study of children under the age of 5 years

3-credits in **teaching pedagogy** which includes study of children under the age of 5 years
(*examples: introduction to early childhood education; methods for teaching young children; methods for teaching infants and toddlers*)

6-credits in any of the content areas identified by early childhood professional organization, the National Association for Education of Young Children (NAEYC), listed below:

- 1) Child development and learning
- 2) Family and community relationships
- 3) Observing, documenting, and assessing young children
- 4) Teaching and learning (pedagogy)
- 5) Becoming an early childhood professional

9. Are there other recommendations and requirements that early childhood professionals in Connecticut need to understand that could help them navigate the CCAC professional development and career ladder system?

Answer: A **Plan of Study** is recommended for all those pursuing 12 or more ECE credits with an institution of higher education or pursuing a certificate or degree in early childhood education, child development or a related degree at a specific college. CCAC Career Advisors can assist individuals with the development of this career planning tool. In addition, a **Graduation Evaluation**, which is done at the college, can assist an individual in moving in an orderly fashion through a college degree or certificate program; as it outlines the course requirements that must be taken in order to achieve a particular degree or certificate.

10. How will the Plan of Study affect the CCAC Scholarship Assistance Program?

Answer: As a participating condition of the **Scholarship Assistance Program**, CCAC will require applicants to take coursework at an accredited institution of higher education and to have an approved **Plan of Study and/or a Graduation Evaluation** done by the college where they are enrolled in a program.