The Council is preparing to continue representing the CDA Community and early childhood educators in 2018 as one of the 15 members of the Power to the Profession Task Force. The Council is committed to advancing early childhood education as a profession that recognizes and embraces the diversity of the children and families we serve and the CDA trained educators working in all early childhood education settings.

It’s important for all ECE’s to know that no final “decisions” have been made. The Task Force is only making recommendations for you and other ECE professionals to consider. Final recommendations will be made in December 2018 to the sponsors of the Power to the Profession, who are funding this project.

Below you will find recommendations (proposals) for the 2017 Decision Cycles 1 and 2, and an update on Decision Cycle 3 (currently in progress). When you read the word “approved or consensus” in the Decision Cycle Drafts posted by the Council, NAEYC or other participants, it simply means there was an agreement (consensus) to send this information out to the early childhood education community for review and feedback.

We hope this helps you stay informed on this initiative and the Council hopes you'll engage with us by voicing your opinions on current recommendations to us or other Power to the Profession Task Force members.

Power to the Profession is also about Empowering You!

**DECISION CYCLE 1**

The following serve as recommendations for the early childhood education field as discussed by the Power to the Profession Task Force:

- Proposed Name of the Professional: Early Childhood Educator (includes CDA’s)
- Proposed Name of the Profession: Early Childhood Education Profession
- Proposed Role and Responsibility for the Early Childhood Education: Care for and promotes the learning, development and well-being of children birth through age eight. (Link to Decision cycle 1 roles and responsibilities (short-version on Council’s website).
- Members of the Early Childhood Education Profession are prepared to be accountable for the following responsibilities:
Planning and implementing intentional, developmentally appropriate learning experiences that promote the Social-Emotional Development, Physical Development and Health, Cognitive Development, and General Learning Competencies of each child served.

Establishing and maintaining a safe, caring, inclusive, and healthy learning environment.

Observing, documenting, and assessing children’s learning and development using guidelines established by the profession.

Developing reciprocal, culturally responsive relationships with families and communities.

Advocating for the needs of children and their families.

Advancing and advocating for an equitable, diverse and effective early childhood education profession.

Engaging in reflective practice and continuous learning.

DECISION CYCLE 2 RECOMMENDATIONS

The Power to the Profession Task Force recommends these standards as the foundation for the standards and competencies of the early childhood educator profession with the following expectations and conditions:

1. NAEYC shall prioritize a revision of the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs*. The revision will be an inclusive and collaborative process, ensuring representation by subject matter experts as well as the organizations whose competency documents will be considered (see item 3 below).

2. The revised standards are reframed as “Professional Knowledge and Competencies for Early Childhood Educators” or “Professional Knowledge and Competencies for the Early Childhood Education Profession.” These standards will then be intended for wide use and adoption by the profession to develop individual licensing, preparation program accreditation, credentialing and other core components of the profession.
3. The standards are reviewed in light of the most recent science, research and evidence, with particular consideration to:
   a. Potential missing elements identified in the Transforming the Workforce report, including teaching subject matter specific content, addressing stress and adversity, fostering socioemotional development, working with dual language learners and integrating technology in curricula.

4. The following competency documents:
   a. Council for Exceptional Children - Special Educator Professional Preparation Initial and Advanced Standards, the Early Childhood Special Education/Early Intervention Specialty Set (Early Intervention/Early Childhood Special Education)
   b. DEC Recommended Practices (Evidence based practices necessary for high quality inclusive programs for all children birth to age 8)
   c. Council for Professional Recognition - Child Development Associate (CDA) Competency Standards (for center-based: Infant/Toddler and Preschool; Family Child Care; and Home Visitor)
   d. National Board for Professional Teaching Standards - Early Childhood Generalist Standards (for teachers of students ages 3 to 8)
   e. ZERO TO THREE - Critical Competencies for Infant-Toddler Educators (for educators supporting children birth to age 3)

5. Elevation of inclusion, diversity and equity beyond the currently integrated approach to fully capture the depth and breadth of these issues.

DECISION CYCLE 3 (IN PROGRESS)

Task Force recommends that the following programs be endorsed and supported to prepare members of the early childhood education profession:

1. Early Childhood Education Professional Training Program: An award requiring completion of an organized early childhood education program of study. Professional training programs normally require less than one year to complete. Completers may meet the educational requirements for industry-recognized national credentials and other portable credentials. These programs are a
minimum 120 clock hours. [includes the CDA Credential and potentially other types of training and credentialing]

2. *Early Childhood Education Associate Degree Programs*: An award requiring completion of an organized early childhood education program of study. Associate degree programs normally require at least two years but less than four years of full-time equivalent college work. An associate degree is at least 60 credit hours of college-level course work. (One credit hour is equivalent to 37.5 clock hours.) [Could include CDA training articulated in to credit hours by a Community College]

3. *Early Childhood Education Bachelor’s Degree Programs*: An award requiring completion of an organized early childhood education program of study. Bachelor’s degree programs normally require at least four years but no more than five years of full-time equivalent college work. A bachelor’s degree is at least 120 credit hours of college level course work. (One credit hour is equivalent to 37.5 clock hours.) [Could include CDA training articulated in the credit hours by a College or University]

4. *Early Childhood Education Master’s Degree Programs (initial preparation)*: An award requiring completion of an organized early childhood education program of study. Master’s degree programs normally require at least one, but not more than two, full-time academic years of work beyond the bachelor’s degree. Initial level master’s degree program is designed for individuals with non-early childhood education bachelor’s degrees.