



Department of Early Education and Care

THE COMMONWEALTH OF MASSACHUSETTS

EEC Licensing

POLICY STATEMENT: Professional Development

Professional development is ongoing education or training designed to increase an educator's skills or knowledge or gain new competencies in early education and out of school time. EEC funds professional development across the state through its Educator and Provider Support (EPS) grantees¹. EEC's Professional Development Calendar lists training resources at: <http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx>. Licensees are encouraged to take advantage of these resources.

All professional development activities intended to satisfy the professional development hours required by EEC's regulations must relate to EEC's Core Competencies (*see attached summary*). Acceptable professional development can be offered in person at child care programs, lectures, workshops or conferences or by distance-learning through self-guided study or instructor-led communities of practice. Professional development may result in college credits, Continuing Education Units (CEUs), Professional Development Points (PDPs), Competency Education Credits (CECs), or EEC professional development hours, provided it meets the criteria listed below.

Documenting Professional Development for the Individual Educator's Record

Professional development should be recorded in the educator's profile in the EEC Professional Qualifications Registry (<https://www.eec.state.ma.us/PQRegistry/>). In addition,

- Each educator must maintain documentation of successful completion of the professional development activity that includes:
 - Name of the professional development activity;
 - Topic(s) covered and the core competency area addressed;
 - Number of contact hours completed;
 - Date the course or training was completed;
 - Instructional method (lecture, classroom discussion, distance learning, self-guided study or community of practice, etc.);
 - Name of the sponsoring organization (if applicable);
- If professional development awards college credit, CEUs, PDPs, or CECs, a copy of the training certificate or college transcript documenting successful completion of the activity should include the above information.
- If college credits, CEUs, PDPs, or CECs are *not* awarded documentation of successful completion of the professional development must include:
 - Qualifications of the instructor (see the following section);
 - Evidence of completion of all required quizzes, tests, self-assessments and assignments

Note: Documentation of self-study courses completed for EEC Professional Development hours must be maintained in accordance with the procedure at <http://www.mass.gov/edu/docs/eec/prof-development/20111021-procedure-for-ee-prof-devel-self-study-hrs.pdf>

¹ Contact information for the EPS grantees is at <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/educator-and-provider-support-eps-grant.html>

Qualifications of Trainers/Instructors

To provide professional development to educators working in EEC licensed programs, trainers/instructors must meet one of the following:

- Have been approved to present coursework for college credit
- Have been approved to offer training that results in CEUs, PDPs, or CECs;
- Have at least an associate's degree in early childhood education or a related field and at least one year of experience in early education, out of school time, or equivalent;
- Holding a recognized credential in a specific area of training will be accepted as being qualified within that area of expertise; or
- Meet EEC's qualifications for lead teacher, site coordinator or have at least three years of experience as a licensed family child care provider.

Calculating Professional Development Hours

The calculation of professional development hours is limited to hours approved by the accrediting organization or anticipated by the course presenter. This does not include time for waiting, breaks, meals, discussion unrelated to the professional development topic, and other unrelated activities. Professional development hours will not be awarded for:

- Committee meetings;
- Staff meetings (except for that portion of the meeting that has previously been identified as training and that meets the documentation requirements of this policy);
- First Aid and CPR training;
- Program Orientation or staff training in a program's basic policies and procedures.
- For successfully completing an identical professional development activity more than once.

Professional Development for CEUs

One CEU is equal to ten EEC Professional Development hours. EEC accepts CEUs awarded by:

- Accredited colleges or universities (See <http://www.ope.ed.gov/accreditation/>);
- Training organizations with the International Association for Continued Education and Training (IACET) accreditation (See <http://www.iacet.org/>);
- Massachusetts Association for the Education of Young Children (MAEYC) (See <http://www.massaeyc.com/>);
- National Association for the Education of Young Children (NAEYC) (See <http://www.naeyc.org/>);
- The National Coalition for Education and Cultural Programs (NCECP) (See <http://www.ncecp.org/>);

Professional Development that Results in PDPs and CECs

Professional Development Points (PDPs) issued by the Department of Elementary and Secondary Education (ESE) and Competency Education Credits (CECs) issued by Early Intervention at the Department of Public Health will be accepted towards EEC's required professional development hours.

- One PDP equals one hour of professional development. PDPs are usually offered in blocks of 10 hours.
- One CEC equals 1.5 hours of professional development; 2 or more CECs correspond hour for professional development hours (2 CECs = 2 hours; 3 CECs = 3 hours, etc.).

Professional Development for College Credit

To be counted as college credit (either for professional development or for professional certification), courses must be offered by an institution that has been accredited by an accrediting agency or state approval agency recognized by the U.S. Secretary of Education. (To access the database of accredited post-secondary institutions and programs, go to <http://ope.ed.gov/accreditation/GetDownloadFile.aspx>)

"Banking" Professional Development Hours

If an educator successfully completes a college course (for credit) that results in more hours than needed for her annual professional development requirement, the additional hours may be credited towards the required professional development hours for the following calendar year ("banked"). Professional development hours for a single course may not be credited toward more than two consecutive year's requirements. At least one third of the course to be banked must address diverse learners.

Trainer's Development Credit

An educator who researches, develops, and presents training that meets the professional development requirements of this policy may be credited for one professional development hour for each hour spent developing and presenting the training up to a maximum to 5 professional development hours per year.

EEC Regulatory Requirements for Professional Development

Licensees must maintain and make available documentation to EEC upon request that their staff have met the requirements for professional development.

Family Child Care [See 606 CMR 7.09(15)(f)]

1. Educators in family child care working more than 25 hours per year but less than 10 hours per week must complete at least 5 hours of professional development activities per year.
2. Educators in family child care working more than 10 hours per week must complete at least 10 hours of professional development per year.

Small Group and School Age Child Care [See 606 CMR 7.09(16)(c)]

Educators in small group and school age child care must complete ten hours of professional development activities per year.

Large Group and School Age Child Care [See 606 CMR 7.09(19)(b)]

1. Educators working fewer than ten hours per week shall complete a minimum of five hours of professional development activities per year;
2. Educators working at least ten but fewer than 20 hours per week shall complete a minimum of 12 hours of professional development activities per year;
3. Educators working 20 or more hours per week shall complete a minimum of 20 hours of professional development activities per year.

A Note about Diverse Learners: At least one third of the required professional development must address diverse learners. Diverse learners are defined as, “Children who have special physical, emotional, behavioral, cognitive or linguistic needs or whose primary learning modality is visual, auditory, tactile or kinesthetic, who may require an adaptation in the environment, interaction or curriculum in order to succeed in their program.” (606 CMR 7.02)

EEC Core Competency Areas and Subcategories*

Core Competency Area 1: Understanding the Growth and Development of Children and Youth

- A. General principles of child and youth development
- B. Physical development
- C. Sensory development
- D. Language development
- E. Cognitive development
- F. Individual differences in development

Core Competency Area 2: Guiding and Interacting with Children and Youth

- A. Acceptance of all children and youth
- B. Relationships/interactions with children and youth
- C. Supporting children and youth's interactions
- D. Child guidance
- E. Groups and environments

Core Competency Area 3: Partnering with Families and Communities

- A. Respect for diverse cultures and communities
- B. Communication/relationships with families
- C. Family involvement
- D. Resources to support families
- E. Improving partnerships with schools and communities

Core Competency Area 4: Health, Safety, and Nutrition

- A. Health: hygiene and health promotion
- B. Health: preventing and responding to infectious disease and managing chronic illness
- C. Health: mental health
- D. Safety: basic safety and emergency preparedness
- E. Safety: safeguarding children and youth
- F. Nutrition and physical activity: nutrition
- G. Nutrition and physical activity: food handling/environment
- H. Nutrition and physical activity: physical fitness and activity

Core Competency Area 5: Learning Environments and Implementing Curriculum

- A. Creating the learning environment
- B. Curriculum

Core Competency Area 6: Observation, assessment, and documentation

- A. Observing and recording
- B. Planning
- C. Using appropriate assessment methods
- D. Communicating with and involving families in the observation and assessment process
- E. Facilitating referrals based on observation and assessment

Core Competency Area 7: Program planning and development

- A. Regulations, standards, and policies
- B. Program planning, evaluation, and continuous improvement
- C. Personnel issues
- D. Managing resources

Core Competency Area 8: Professionalism and leadership

- A. Professional attitudes, behaviors, and ethical standards/professional guidelines
- B. Communication skills
- C. Relationships and team building
- D. Professional development
- E. Leadership

*For indicators of Core Competencies visit http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf

EEC Professional Development Policy: Questions and Answers

Please remember that this policy applies to licensing requirements and to the professional development that is offered by EPS grantees and other training entities. The intent is to set an initial baseline for what EEC will accept as in-service professional development

1. How are educators being notified of this new policy?
 - A. *The policy has been posted on the EEC website in the licensing policy section. EPS grantees and their partners will inform educators, programs, and trainers of the policy in the course of their work with them. Licensors will include the policy in provider meetings and inform licensees in the course of their interactions with them.*
2. Are licensees responsible to ensure all proper documentation is maintained in each educator's file (i.e. all the bullets identified under "Documenting Professional Development for the Individual Educator's Record")?
 - A. *Licensees are responsible to ensure the required documentation is in each educator's file. When a licensor reviews an educator's file, they should expect to see the training documented as described in the policy.*
3. Doesn't the Educator's profile in the PQ registry require all of the same documentation that this policy requires in their staff file?
 - A. *The PQ Registry includes some, but not all of the required information. In addition, entering the information is not mandatory in the PQ Registry. An eventual development goal for the PQ Registry is to have educators enter the required hours of professional development in order to renew their registration.*
4. What does the last bullet on page 1 mean? What would be an example of a course that does not give CEU's but has quizzes or assignments?
 - A. *Many on-line courses can be taken for self study if an educator does not pay for CEUs, PDPs, CECs or college credit. These courses may not offer certificates of completion if they are taken for self-study. In that case, the educator needs to print the quizzes, etc. from the course to document its completion to verify their training.*
5. If I take a course offered through the Professional Development Calendar will it count towards Professional Development without needing additional documentation?
 - A. *No. The successful completion of the professional development would still need to be documented. In addition, some offerings on the calendar, like first aid training, do not count as professional development.*
6. Who will be determining if the trainers/instructors meet the required qualifications?
 - A. *Licensees and EPS grantees are primarily responsible for assuring that the individuals providing professional development meet these requirements. Under some circumstances, EEC may need to follow up to determine that this is the case. Eventually, EEC hopes to develop a section of the PQ Registry for qualified trainers and consultants.*
7. Documentation of completion of professional development through lectures, workshops, or conferences usually does not include instructor's qualifications (i.e. the NAEYC annual conference does not give CEUs or college credit) – how would an Educator get credit for these?
 - A. *In most cases, a certificate documenting the educator's participation would suffice assuming the professional development is offered by a recognized entity like MassAEYC.*
8. How are attendees going to get documentation of the qualifications of the instructors?
 - A. *It is the responsibility of the entity offering the professional development (licensee, EPS grantee, conference organizer) to assure that instructors are qualified and to provide this information to participants if needed. As noted above, it is reasonable not to require this documentation of individual attendees if the training is offered by an entity that sets appropriate standards for instructors.*

9. Some educators take trainings in other states that border Massachusetts. How will this be handled for trainers out of state?
 - A. *The requirements are the same whether or not the professional development is provided in state. It would be the educator's responsibility to document the training as required if they wish to use it for required professional development hours.*
10. Is the documentation of self study courses only required for the EEC on-line self study course with modules? (This is confusing because the policy says "must be maintained in accordance with the procedure" but the link it seems to pertain only to the EEC on-line module courses.)
 - A. *The referenced procedure is specific to the on-line courses develop by EEC but can be used as a guide for other on-line self study too. On-line courses that do not award CEUs, PDPs, CECs, or a certificate must be documented by printing quizzes, tests, self-assessments, etc.*
11. How do educators and trainers document the "Trainer's Development Credit?"
 - A. *The developer's training should be documented by the educator's supervisor as described under Documenting Professional Development on page 1 of the policy. If the educator does not have a supervisor, the educator may document the training they provided as required with the addition of a list of the educators who attended the training*
12. "Banking" professional development hours:
 - a. Can only college courses be banked?
 - A. *Only college courses can be banked. The intent is to encourage educators to take more in-depth professional development that could eventually lead to a degree.*
 - b. If the course does not address "diverse learners" can it be banked?
 - A. *The course cannot be banked, as stated at the bottom of page 2.*
 - c. How is it determined that the course addresses "diverse learners?"
 - A. *The description of the professional development should address some of the categories identified in the definition at the end of page 3.*
 - d. If more than one college course is taken can the second course be banked for additional years?
 - A. *No. College courses can only be banked for the year they are completed and the following year. An educator who takes multiple college courses at the same time can only bank the hours to meet the professional development requirement for the year following completion of the courses.*
 - e. When does the course get counted – when the course is completed or when transcripts are received?
 - A. *The course gets counted when it has been successfully completed by the educator.*
13. For educators in ECE degree programs, how many hours can be counted towards their 20 hours of mandatory trainings? (Typically, courses are three or four credits: 12 hours/credit.)
 - A. *Course hours count up to the number of professional development hours required by the regulations. An educator in a full year program, who successfully completes a course of 36 contact hours, can use 20 hours to satisfy the in-service professional development requirement in the year they finish the course and may "bank" the remaining 16 hours for the following year. The educator would need 4 additional professional development hours to meet the required hours for the year that follows.*
14. Can educators in degree programs count other courses that are required to receive their degree, (i.e. math, science, etc.) towards their mandatory 20 hours?
 - A. *All professional development must "increase an educator's skills or knowledge or assist the educator in gaining new competencies in his or her profession or in a field closely related to his or her profession. ..." [606CMR 7.02]. The intent of this policy is that professional development increases the competency (competency = skill+ knowledge) of educators in the field. Therefore courses used to meet this requirement must address one of the Core Competency Areas on page 4 of the policy.*
15. How many hours can Directors who teach ECE courses at colleges and universities, count toward their 20 hours mandatory training?
 - A. *As stated under Trainer's Development Credit on page 3, they can use a maximum of 5 hours per year towards the required number of hours.*

16. What is the purpose of identifying the instructional method on every training certificate?
- A. *The purpose of this requirement, and of this policy as a whole, is to encourage more intentional use of the in-service professional development required by the regulations. Therefore, the policy asks that key elements of professional development, like the method of instruction, be considered and documented.*
17. Who determines what the core competencies that are covered and where will this be documented?
- A. *Currently, the entity offering professional development determines which competency areas are addressed using the list of competency area and subcategories that is attached to the policy.*
18. The policy states that committee meetings are not professional development. Could you define committee meeting? Would this include IEP meetings and director's groups?
- A. *A committee meeting is a gathering that does not include professional development of the participants as a primary purpose. Examples might be a CFCE planning meeting or the meeting of the EPS Partnership's governing body, etc. Meetings to develop an individual education plan (IEP) for a child with special needs should not be considered professional development for this reason. Directors' groups to share updates and information are also not professional development but, like staff meetings, if professional development is a discrete part of the agenda, that portion of the meeting could be counted towards the required hours.*