

## GLOSSARY OF TERMS

Career Ladder/Career Lattice describes a progression of training and education. State professional development systems often use career lattices or ladders as the framework for provider and training registries, which are tied to core knowledge and competency acquisition. [NCCIC Early Childhood Professional Development Toolkit]

Career Pathways include articulation agreements—any agreements and/or infrastructures that facilitate students' movement from one professional development level to another can be considered articulation. Articulation allows individuals to advance their educational endeavors by applying courses, credentials, or degrees awarded for college credit toward advanced degrees or credentials. Articulation also extends beyond credit-granting institutions. Successful creation of cumulative pathways for providers includes granting credit for prior life experience, work experience, training, credentials, courses, and degrees.

**Pathway agreements:** Agreements among institutions that establish a continuum of professional education.

□ **2+2:** Pathway agreement between a community college and 4-year university designed so that students can earn associate's and bachelor's degrees without any loss of credits.

□ **2+2+1:** Pathway agreement between a community college and university designed so that students can earn associate's, bachelor's, and master's degrees with transfer of all credits.

□ **4+2+2:** Pathway agreement developed among a secondary school, community college, and 4-year institution designed so that students can earn associate's and bachelor's degrees with transfer of all credits. [NCCI Early Childhood Professional Development Toolkit]

Core Competency is demonstration by teacher and assistant teacher/teacher aide of observable skills based on dispositions and knowledge

Core Knowledge refers to specific courses with defined content and outcomes that typically make up the majority of the first 2 years of study at both 2-year and 4-year institutions. Common core courses can be general (typically designed for students who have not declared majors) or have a specific focus, such as early childhood.

Credentials are documents certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge, and may include demonstrations of competence. Credentials can be awarded by a training or higher education institution. In some States, credentials are awarded by the training approval system or registry within the professional development system. These systems may be administered by private organizations, State governments, or institutions of higher education. Credentials may be role specific, such as director, infant-toddler, or school-age credentials. They may also be content specific, such as a literacy credential. Credentials are often based on core knowledge and/or competencies established by a State, require completion of the defined training or educational

requirements, and can include other requirements, such as practical experience and other professional achievements or contributions that must be documented by the individual and verified by the entity awarding the credential. Most credentials are time-limited and must be renewed or maintained through additional training hours, coursework, or other professional activities. [NCCI Early Childhood Professional Development Toolkit]

Disposition a pattern of behavior exhibited frequently and in the absence of coercion, and constituting a habit of mind under some conscious and voluntary control, and that is intentional and oriented to broad goals

### Levels of Teaching Professionals

**Progressing Professional** – demonstrates a basic level of knowledge, skills, and dispositions

- \*Begins to evaluate practices based on stated outcomes
- \*Begins to engage in reflective teaching and professional development
- \*Requires ongoing supervision/mentoring

**Skilled Professional** – demonstrates knowledge, skills, and dispositions relevant to the characteristics of the learner

- \*Evaluates and refines practices based on stated outcomes
- \*Engages in reflective teaching and professional development
- \*Independent of continuous and/or direct supervision

**Mastery Professional** – Consistently demonstrates knowledge, skills, and dispositions relevant to the characteristics of the learner

- \*Continuously evaluates and refines practices based on stated outcomes
- \*Engages in reflective teaching and professional development
- \*Serves as role model/mentor/coach

The Professional Development System in Iowa is a system of licensure/certification based on a pre-determined set of knowledge, skills and dispositions. [Final Minutes and Documents July 26-27.2007 ECPD] It shall be “multi-faceted and crosses many sectors in an effort to reach a variety of early care, health, and education professionals.” The system that Iowa is building addresses elements of leadership, regulation and standards, education, articulation, training, compensation and evaluation.” [DRAFT Iowa’s Early Care, Health and Education Professional Development System Blueprint/Framework Version 6/2/08]

Statewide approach to professional development: Various models of this approach have been developed, all of which focus on the public higher education system as a whole rather than on an individual, program, or institutional level. In general, this approach is an agreement that guarantees transfer of credits from all State community colleges to public/State universities (and may include some or all independent institutions).

A System of Professional Recognition is a record and recognition of an individual’s accomplishments and status in a profession, combining years of experience, level of professional development (usually a combination of pre-service and in-service) with a level of licensure/certification. [Final Minutes and Documents July 26-27.2007 ECPD]

System-Specific Training is in-service training provided by a system of service delivery regarding the regulations, policies and work required for those working within the system. [Final Minutes and Documents July 26-27.2007 ECPD]

Teaching staff refer to teachers and assistant teachers-teacher aides and encompass the range of terms used for the adults who work directly with young children in child care, preschool/pre-k, and kindergarten programs. **Teachers** are defined as those adults with primary responsibility for a group of children. A group of classroom of children is defined as those children who are assigned for most of the day to a s specific teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area. **Assistant teachers (teacher aides)** are defined as adults who work under the direct supervision of a teacher. Assistant teachers-teacher aides works directly with the teacher in the same space and with the same group of children for the vast majority of the time. [NAEYC Early Childhood Program Accreditation Criteria, 2005, p. 12]

Licensure standards are the standards that everyone has to achieve and adhere to in order to get a teaching license with early childhood endorsement. Teaching licensure requires that a person employed as a practitioner shall hold a current license with an endorsement for the level for which the person is employed (Iowa Board of Education; Iowa Code Chapter 272.2 Validity of Licenses).

Teaching standards – set of knowledge and skills that reflect the best evidence available regarding quality teaching. Their purpose is to provide LEAs and AEAs with a consistent representation of the complexity and the possibilities of quality teaching. They are linked to the teacher evaluation system and individual professional development plans (Iowa Department of Education: Iowa Code section 284-3).