

## **Educator Qualifications Proposal**

### **Introduction**

The following proposal suggests changing the way educator qualifications are rated to be flexible to types of programs, staffing patterns, and equitable to programs that face structural barriers.

### **Educator Qualifications Proposal**

Personnel in Spark participating programs will no longer be exclusively identified and assessed based their licensing titles. The focus will shift to including the individuals specifically responsible for planning, implementing and/or evaluating the program curriculum. Individuals in these roles are typically the provider or director, multi-site coordinators, teachers and head teachers. To ensure that we are accurately assessing educator qualifications programs will have the ability to identify who serves in this capacity in their program.

Qualifications will be determined using a comprehensive review and include: experience, professional development planning, continued professional development and educational achievement.

1. Experience
  - a. Experience in the field of early childhood care and education will be defined based upon data obtained from the Oregon Registry.
2. Professional Development Planning
  - a. Plans can be completed individually or with support from a team, Quality Improvement Specialist or staff from the Oregon Center for Career Development.
3. Continued Professional Development
  - a. Determined based upon data obtained from the Oregon Registry and will be awarded for Set 2, Set 3, and college coursework exclusively.
4. Educational Achievement
  - a. Determined based upon data obtained from the Oregon Registry.

The Educator Qualification Proposal will address the following goals:

<b>Goal</b>	<b>Equity Considerations and Rationale</b>
Recognizing and encouraging continuous quality improvement.	Relying on a scoring approach that honors ongoing professional development and experience better assesses personnel qualification and reduces the impact of unequal access to educational opportunities.
Account for staffing variations across programs.	Field test assumptions regarding staffing configurations and the reliance on licensing titles proved to be problematic for many programs.
Educators working towards a Step 9.	The validation study concluded that at Step 9 and above, high quality adult-child interactions consistently occurred. Incremental steps among each star level is needed to enable providers to ultimately reach a Step 9.

## Spark Proposed Standards

### 1. Educator Qualifications (3-Star)

2. Standard: Educators are presently qualified to serve in their positions through education, training, and experience.

### 3. Description:

- Educator has achieved an Oregon Registry Step 7.5  
- Or -
- Educator demonstrates a passing score on the Educator Qualifications Worksheet through the following:
  - Oregon Registry Step
  - Years of experience working in the field of Early Childhood Care and Education
  - Completion of Set 2 trainings
  - Demonstration of professional development planning

### Specific Considerations:

#### Family Child Care:

- Provider must meet this standard.
- If the provider identifies other educators who implement program's curriculum and/or routines, those individuals must also meet the criteria.
- Assistants are generally not included.

#### Center-Based Child Care:

- The program director, teachers, and head teachers must meet the standard.
- Program aides are not included.

### 4. Possible Evidence

- QRIS PQ Report
- Educator Qualifications Worksheet

1. **Educator Qualifications (4-Star)**

2. Standard: Educators are presently qualified to serve in their positions through education, training, and experience.

3. Description:

- Educator has achieved an Oregon Registry Step 8
  - Or -
- Educator demonstrates a passing score on the Educator Qualifications Worksheet through the following:
  - Oregon Registry Step
  - Years of experience working in the field of Early Childhood Care and Education
  - Completion of Set 2 trainings
  - Demonstration of professional development planning

Specific Considerations:

Family Child Care:

- Provider must meet this standard.
- If the provider identifies other educators who implement program's curriculum and/or routines, those individuals must also meet the criteria.
- Assistants are generally not included.

Center-Based Child Care:

- The program director, teachers, and head teachers must meet the standard.
- Program aides are not included.

4. Possible Evidence

- QRIS PQ Report
- Educator Qualifications Worksheet

1. **Educator Qualifications (5-Star)**

2. Standard: Educators are presently qualified to support children's learning and development. Aides and assistants are actively engaged in obtaining the necessary professional development to enhance their work in supporting children's learning and development.

3. Description:

- Educator has achieved an Oregon Registry Step 9.  
- Or -
- Educator demonstrates a passing score on the Educator Qualifications Worksheet through the following:
  - Oregon Registry Step
  - Years of experience working in the field of Early Childhood Care and Education
  - Completion of Set 2 trainings
  - Demonstration of professional development planning
- And-
- Assistant II/Aide IIs have achieved an Oregon Registry Step 3.  
-Or-
- Educator demonstrates a passing score on the Educator Qualifications Worksheet through the following:
  - Oregon Registry Step
  - Years of experience working in the field of Early Childhood Care and Education
  - Completion of Set 2 trainings
  - Demonstration of professional development planning

Specific Considerations:

Family Child Care:

- Provider must meet this standard.
- Assistant II and/or additional program staff that implement programs curriculum and/or routines are also considered Educators.

Center-Based Child Care:

- Educators includes program director, teacher, head teachers, aide IIs.

4. Possible Evidence:

- QRIS PQ Report
- Educator Qualifications Worksheet

## Educator Qualifications Worksheet

*The following point values and scoring are provided as an example only.*

Experience	
Years of Experience	Points
1 – 4 years	1
5 – 9 years	2
10 + years	3

Professional Development Planning (PDP)	
Action Completed	Points
Professional Development Plan	1
Professional Development Plan Completed “With Support”	3

Oregon Registry Step	
Step Achieved	Points
Step 1	10
Step 2	12
Step 3	14
Step 4	16
Step 5	18
Step 6	20
Step 7	28
Step 7.5	30
Step 8	40
Step 8.5	45
Step 9	50
Step 9.5	55
Step 10	60
Step 11	60
Step 12	60

Continued Professional Development (CPD)	
Set 2 and 3 PD hours	Points
1-5 hours	2
6-15 hours (1 College Credit)	3
16-20 hours (2 College Credits)	4
21-45 (3 College Credits)	5
46+ hours or (4 or more College Credits)	6

Scoring		
3-Star	4-Star	5-Star
30 points	40 points	50 points

Educator's Name		Title/Role	Experience	PDP	OR Step	CPD	Educator Total
1							
2							
3							
4							
5							
6							
7							
8							
9							
Total							

#### Educator Qualifications Score

	/		=	
Total	Divided	Number of Educators	=	Educator Qualifications Score

### QRIS Personnel Qualifications

For reference below is a quick guide listing the Personnel Qualification standards for QRIS.

<b>Personnel Qualifications</b>	<b>QRIS Standard</b>	<b>Family Based</b>	<b>Center Based</b>
PQ1	The program's leader is presently qualified through education, training and experience.	3-Star: Step 7.5 or above. 4-Star: Step 8.5 or above & 30 Program Management Hours 5-Star: Step 9 or above & 60 Program Management Hours	3-Star: Step 8 or above. 4-Star: Step 9 or above & 30 Program Management Hours 5-Star: Step 10 or above & 60 Program Management Hours
PQ2	The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience.	NA	3-Star: 50% Step 7 or above 4-Star: 50% Step 8 or above 5-Star: 50% Step 9 or above
PQ3	The program's assistant 2's/Aide 2's are presently qualified to serve in their positions through education, training and experience.	3-Star: 50% Step 3 or above 4-Star: 50% Step 5 or above 5-Star: 50% Step 7 or above	3-Star: 50% Step 3 or above 4-Star: 50% Step 5 or above 5-Star: 50% Step 7 or above
PQ4	Program personnel continue to advance their knowledge and skill through participation in training and/or college course credits annually that are part of a professional development plan that will lead to advancement, up to	3-Star: 18 hours or more of Professional Development annually 4-Star: 20 hours or more of Professional Development annually 5-Star: 24 hours or more of Professional Development annually	*3-Star: 18 hours or more of Professional Development annually *4-Star: 20 hours or more of Professional Development annually *5-Star: 24 hours or more of Professional Development annually



	Step 10, on the Oregon Registry.		*75% of directors, head teachers, teachers, and aide 2's.
PQ5	Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.	3-Star: Receive training in ethics and professional responsibility. 4-Star: Program has plan to maintain child and family confidentiality. 5-Star: NA	3-Star: Receive training in ethics and professional responsibility. 4-Star: Program has plan to maintain child and family confidentiality. 5-Star: NA