

Pennsylvania Early Learning Keys to Quality Career Lattice

CAREER LATTICE LEVEL ¹		POSITIONS										
		Child Care/ School-Age Care	Early Head Start/ Head Start	Private Academic Schools	Public School District	Early Intervention	Consultant/ Instructor/ Mentor	Higher Education Faculty				
VIII	Ph.D/ Ed.D in: ECE/ equivalent degree OR in related field including 30 ECE credits OR any field with ECE Certification	Director, Lead or Teacher/ Group Supervisor	Director/ Coordinators/ Classroom Teachers	Administrator/ Director/ Teacher	Administrator (including principal certification)/ Social Worker	Therapist/ Case Manager/ Director/ Supervisor/Early Interventionist/ Teacher	TA Consultants/ Instructors					
VII	Master's in: ECE/ equivalent degree OR related field including 30 ECE credits OR Elementary Ed. and 18 ECE credits OR any field with ECE Certification				Teacher including ECE or EIEd Certification							
VI	BS/BA in: ECE/ equivalent degree OR related field including 30 ECE credits OR Elementary Ed. and 18 ECE credits OR any field with ECE Certification				Home- Based Teachers/ Home Visitor				Assistant Teacher	Teacher Aide/ Para- Professional	Service Coordinator	Mentors
V	AA/AAS in: ECE/ equivalent degree OR related field including 18 ECE credits OR Elementary Ed. and 12 ECE credits OR unrelated degree (BS/BA/AA/AAS) including 30 ECE credits OR ASB/AST degree in ECE with articulation agreement				Assistant Teacher or Assistant Group Supervisor				Assist. Teacher/ Aide	Aide		
IV	30 credits including 12 ECE credits OR ASB/AST degree in ECE											
III	Credential, Diploma, Certificate or 6 ECE credits											
II	45 hours or 3 ECE credits (the 45 hours may include 15 hour orientation)											
I	High school diploma/GED and 15 hours New Staff Orientation training	Aides/ Family Child Care Provider										

¹ For school-age providers credits may be in Education (excluding Secondary Education). Additional clarifications can be found in the *Description of Positions and Roles by Career Lattice Level and Teacher Quality*.

Pennsylvania Early Learning Keys to Quality Career Lattice

Description of Positions and Roles by Career Lattice Level

Introduction

The PA Early Learning Keys to Quality Career Lattice was created by a workgroup in 2005 that included state-wide representatives from higher education, professional development organizations, child care, Head Start, early intervention, Regional Keys, advocates, the Department of Education, the Office of Child Development and Early Learning and the Pennsylvania Key. The Career Lattice serves as a guide to the education levels required for many positions in the early learning and school-age field, as well as a framework for career planning.

The term “career lattice” refers to a framework that outlines multiple pathways for professional growth and development. It allows the early childhood education and school-age care professional to move vertically, horizontally, or diagonally across the early learning system in order to advance their careers. The lattice provides information regarding the minimum requirements of some positions within the system so practitioners can plan their education in relation to the position that they are seeking.

The goal of this career lattice is to ensure that children in Pennsylvania are educated by professionals who have achieved adequate levels of education that are consistent across the state. The career lattice also serves as a guide for those who are interested in related positions within the field by indicating the typical requirements for those positions. For instance, public school, Head Start/Early Head Start, technical assistance consultants, mentors, PQAS instructors.

When viewing the career lattice, the educational levels can be found on the left side, beginning with Level I as the entry point and ending with Level VIII as the highest category of credentials. A sampling of corresponding positions is listed to the right of these categories. Positions are separated by a line to specify the typical minimum qualifications for that position. The line, however, is broken to indicate to individuals that their position does not limit them to the corresponding lattice level.

The career lattice can be read from lattice level to the corresponding positions (left to right) or from positions to lattice level (right to left). Also, the career lattice indicates positions in other sectors of the field for which a professional may qualify.

Level I

This is an entry level and starting point for professionals in the field such as Family Day Care Providers, child or school-age care Aides and Assistant Teachers, or Aides for Early Head Start and Head Start. Individuals at this level have a high school diploma or GED and 15 hours of New Staff Orientation training. The 15 hours of orientation training can vary across programs. The content of the orientation training as well as the requirements for completion will vary from sector to sector. Regardless of educational level, all practitioners who are new to the field and have not previously worked directly with children should have the opportunity to participate in orientation training.

Level II

This level lists the minimum amount of training for professionals such as Assistant Teachers and Assistant Group Supervisors within child or school-age care. Individuals at this level have a high school diploma or GED and 45 hours of professional development. The 45 hours of training may include the 15 hours of orientation training. The additional 30 hours of training may be a PQAS instructed course, seminar, or college credits related to early childhood education or school-age.

Description of Positions and Roles by Career Lattice Level

Level III

This level includes professionals who have met the minimum requirement to serve as Assistant Teachers and Assistant Group Supervisors working in Child or School-Age Care and Teachers and Home Visitors within Early Head Start and Head Start. Early Intervention staff can be a para-educator with a CDA or the PaTTAN Para-educator Credential, which are placed at Level III. Some examples of the required credentials are a Child Development Associate (CDA), School-Age Professional Credential (SAPC), or Specialized Certificates or Diplomas in Early Childhood Education or Child Development, which range from nine to thirty-six credits. These may fall on Level III or Level IV depending on the number of credits. Certificates or diplomas that contain twelve or more college credits will be placed on Level IV.

Level IV

This level includes Assistant Teachers or Group Supervisors in child or school-age programs, as well as Assistant Teachers or Para-Professionals working in Public Schools. These professionals have earned 30 college credits including 12 ECE specific college credits that may articulate into a degree. Also at this level are the Associate of Specialized Business (ASB) and Associate of Specialized Technology (AST) Business Technical degrees. An individual with an Early Childhood Education (ECE) specific Associate of Specialized Business (ASB) or Associate of Specialized Technology (AST) degree from an approved college will place here on the Career Lattice and can move to a Level V if the business, technical, or trade college has a signed program-to-program articulation agreement with another accredited institution of higher education offering an Associate's in ECE or Baccalaureate in ECE or Child Development. Finally, Certificates or diplomas (describes at Level III) that contain twelve or more college credits will be placed on Level IV.

Level V

This level includes professionals who have met the minimum requirements to be a Director, Lead Teacher, or Group Supervisor for a child or school-age care program or Assistant Teachers in Private Academic Schools. These individuals have earned an Associate's (AA) or Associates of Applied Science (AAS) degree. The Associate's degree may be in ECE or an equivalent degree. An Associate's degree in a related field including 18 ECE credits or a Associate's degree in Elementary Education and 12 ECE credits is also recognized at this level.

In addition, a professional with an unrelated degree (BA/BS/AA/AAS) that includes 30 ECE credits will also be recognized at this level. If the individual has an unrelated degree and at least 18 ECE credits, but is continuing their education in ECE coursework, they will also be placed at this level. Also at this level are continuing college students with at least 60 college credits including 18 credits in ECE. An education degree or credits in Education (excluding Secondary Education) will count at this level if that individual is specifically working in a school-age care (SAC) only program.

Individuals with an Early Childhood Education (ECE) specific Associate of Specialized Business (ASB) or Associate of Specialized Technology (AST) degree from an approved college will place here on the Career Lattice if the business, technical, or trade college has a signed program-to-program articulation agreement with another accredited institution of higher education offering an Associates in ECE or Baccalaureate in ECE or Child Development.

Level VI

This level includes Directors, Lead Teachers, or Group Supervisors in child or school-age care programs; Directors, Coordinators, and Teachers in Early Head Start or Head Start; various positions within Early Intervention; Public School Teachers; Teachers, Administrators, and Directors for Private Academic Schools; and Technical Assistance (TA), Consultants, Mentors, and PQAS Instructors. Individuals at this

Description of Positions and Roles by Career Lattice Level

level have earned a Bachelor's (BA/BS) degree. The Bachelor's degree may be in ECE or an equivalent degree. A Bachelor's degree in a related field including 30 ECE credits or a Bachelor's degree in Elementary Education and 18 ECE credits is also recognized at this level. Additionally, an individual with a Bachelor's degree in any field and ECE Certification is placed at this level. ECE certification may be in-state or out-of-state. An education degree or credits in Education will count at this level if the individual is specifically working in a school-age care (SAC) only program.

Level VII

This level incorporates all the positions listed in VI and is also the minimum criteria established for faculty in higher education. Professionals at this level have earned a Master's (MA/MS) degree. The Master's degree may be in ECE or an equivalent degree. A Master's degree in a related field including 30 ECE credits or a Master's degree in Elementary Education and 18 ECE credits is also recognized at this level. Additionally, an individual with a Master's degree in any field and ECE Certification is placed at this level. ECE certification may be in-state or out-of-state. An education degree or credits in Education will count at this level if the individual is specifically working in a school-age care (SAC) only program.

Level VIII

Professionals at this level have earned a Ph.D. This is the highest level on the Career Lattice. Individuals who have earned a Doctorate (Ph.D or Ed.D) degree have attained education levels beyond the minimum requirements for positions listed in the Career Lattice. The Ph.D may be in ECE or an equivalent degree. Additionally, individuals may have obtained an Ed.D or a Ph.D in a related field including 30 ECE credits. Also recognized at this level is a Ph.D in any field with ECE Certification. ECE certification may be in-state or out-of-state.

Special Notes:

1. Related Fields - include Human Development, Psychology, Sociology, Social Work, Education, Nursing, Home Economics/Family and Consumer Science, Recreation, Child and Family Studies, Liberal Studies, Liberal Arts, Special Education, Human Services, and Business.
2. Equivalent Degrees without Teacher Certification – For a list of approved degrees equivalent to an ECE degree without teacher certification, go to www.pakeys.org under *Career Development/Requirements*.
3. Foreign Transcript Translation – A transcript translated by any member of the National Association of Credential Evaluation Services (NACES) is accepted. www.naces.org
4. Instructional Certificates - Effective June 1, 2014, the Pennsylvania Department of Education is permitting teachers with valid instructional certificates to add the PreK-4 and 4- 8 certificates by passing the required certification assessment. For early childhood this is the Pennsylvania Educator Certification Test (PECT) PreK-4 assessment.