

**Appendices for Application for Program Approval**  
**Early Childhood Ancillary Certificate Programs**

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## Appendix A- Early Childhood Ancillary Certificate Program Rubric

DOMAIN 1: QUALITY OF PLAN FOR CANDIDATE SELECTION AND PARTNERSHIP INVOLVEMENT	
Program Indicators	Evidence within the Application
<p><i>How well does the program:</i></p> <p><b>PARTNERSHIP DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Use a formal working partnership with the local early childhood community to support program planning and implementation</li> <li>• Include community partners in the application development</li> <li>• Include community partners in the planning, operation, and evaluation of the program</li> </ul> <p><b>WORKFORCE NEEDS</b></p> <ul style="list-style-type: none"> <li>• Use information about the local workforce to inform program design and coursework, including instructional needs for candidates based on CLASS<sup>TM</sup> data, child assessment data, and use of curriculum</li> <li>• Consider local workforce needs in determining the sequence and format of the program</li> </ul> <p><b>PLAN FOR SELECTION</b></p> <ul style="list-style-type: none"> <li>• Recruit and select candidates that are committed to certification</li> <li>• Select candidates that meet the workforce needs of the local community</li> </ul>	<p><i>How well does the application:</i></p> <p><b>PARNERSHIP DEVELOPMENT SECTION SHOULD:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence of partnership participation and representation from multiple early childhood program types</li> <li>• Provide evidence that partners have participated in the application, and a plan for how partners will contribute to the program on an ongoing basis</li> <li>• Include a signed MOU detailing partnership roles:               <ul style="list-style-type: none"> <li>○ <i>Roles and responsibilities for all partners</i></li> <li>○ <i>Plan for how partners will collaborate in:</i> <ul style="list-style-type: none"> <li>▪ <i>Designing coursework that includes all required course content and teacher competencies</i></li> <li>▪ <i>Identifying opportunities, location, and criteria for applied practice and observation sites</i></li> <li>▪ <i>Developing criteria and process for mentor/coach recruitment, development and supervision</i></li> <li>▪ <i>Developing a plan for recruitment that addresses workforce needs</i></li> </ul> </li> </ul> </li> </ul> <p><b>WORKFORCE NEEDS DESCRIPTION SECTION SHOULD:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the following descriptors of workforce need:               <ul style="list-style-type: none"> <li>○ Information on available options for local child care workforce</li> <li>○ Information on the local workforce including data on turnover</li> </ul> </li> <li>• Explain the strategies used to identify workforce need (surveys, interviews, data analysis, research)</li> <li>• Explain how CLASS<sup>TM</sup> data, child assessment information, and curriculum usage in the community have informed identified instructional goals for the program</li> <li>• Explain how program will use local workforce data to create high-quality programming</li> <li>• Explain how local workforce needs and available options have informed program format and design (online coursework, evening classes, etc.)</li> <li>• Describe how community partners contributed to conversations about workforce need</li> </ul> <p><b>PLAN FOR SELECTION SECTION SHOULD:</b></p> <ul style="list-style-type: none"> <li>• Describe how candidates will be recruited to apply</li> <li>• Describe how the admission criteria and selection process that will be used to determine the best candidates for the program</li> <li>• Explain how selection process will meet the needs of the community as identified by the workforce needs description</li> </ul>

<b>DOMAIN 2: QUALITY OF CONTENT KNOWLEDGE AND TEACHING</b>	
<b>Program Indicators</b>	<b>Evidence within the Application</b>
<p><i>How well does the program:</i></p> <p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Use a coherent set of learning objectives to drive coursework design</li> <li>• Include professional knowledge requirements, pedagogy requirements, and knowledge of high-quality instructional tools within learning objectives</li> </ul> <p><b>SKILL OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Use skill objectives to describe the observable skills and abilities candidates will gain within each course</li> <li>• Demonstrate the knowledge gained through each learning objective with an aligned skill objective</li> </ul> <p><b>RELATION TO PREVIOUS COURSES</b></p> <ul style="list-style-type: none"> <li>• Sequence courses in a coherent and logical way that builds candidate teaching competency across the program</li> </ul>	<p><i>How well does the application:</i></p> <p><b>LEARNING OBJECTIVES FOR EACH COURSE SHOULD:</b></p> <ul style="list-style-type: none"> <li>• Describe the knowledge and information candidates will be able to demonstrate upon completion of the courses</li> <li>• Include reference to the professional knowledge requirements or pedagogical requirements addressed within the course</li> <li>• Describe how candidates will be prepared to effectively use high-quality instructional tools, including Tier I curriculum and <i>GOLD™</i> by Teaching Strategies, to lead positive instructional interactions and promote children’s learning</li> </ul> <p><b>SKILL OBJECTIVES FOR EACH COURSE SHOULD:</b></p> <ul style="list-style-type: none"> <li>• Identify the measureable and observable skills candidates will be able to demonstrate upon completion of the courses</li> <li>• Support the described learning objectives for the course</li> </ul> <p><b>RELATION TO PREVIOUS COURSES SHOULD:</b></p> <ul style="list-style-type: none"> <li>• Explain how the learning objectives and skill objectives are coherent and connected across courses</li> <li>• Explain how course content is supporting the knowledge and experiences gained in previous courses</li> </ul>

**DOMAIN 3: QUALITY OF PRACTICE, FEEDBACK, AND PERFORMANCE**

**Program Indicators**

**Evidence within the Application**

*How well does the program:*

*How well does the application:*

**APPLIED PRACTICE:**

- Use regular applied practice to support candidate learning and skill development
- Incorporate a variety of applied practice activities, including frequent reflection and direct feedback for candidates
- Reinforce learning and skill objectives for the course through applied practice opportunities

**APPLIED PRACTICE OPPORTUNITIES FOR EACH COURSE SHOULD:**

- Provide practice opportunity for each of the learning and skill objectives in the course
- Include relevant opportunities for applied practice at high-quality practice sites that for each course:
  - *Include opportunities for observation, simulation, and authentic practice*
  - *Happen multiple times in various contexts*
  - *Include opportunities to use high-quality instructional tools, including Tier I curriculum and TS GOLD™, in order to promote children’s learning*
  - *Are responsive and realistic to teachers’ work experience*
  - *Include opportunities to evaluate teacher practice and work within a cohort of teacher-candidates*
  - *Emphasize opportunities for self-reflection and connections to course content*
  - *Include a description of the setting, location, and supervision*
- Be facilitated by highly effective coaches and mentors (determined by CLASS™).
- Include regular opportunities for candidates to receive feedback from coaches and mentors

**ASSESSMENTS OF MASTERY**

- Use performance assessments to determine candidate mastery of learning and skill objectives
- Incorporate results of performance assessments in making decisions regarding candidate progress and certification
- Provide feedback to candidate regarding progress in program coursework

**ASSESSMENTS OF MASTERY OPPORTUNITIES FOR EACH COURSE SHOULD:**

- Require active demonstration of each of the skill objectives for the course
- Include CLASS™ observations and other performance assessments that demonstrate mastery in the classroom setting
- Describe how preparation program will determine the success of a candidate, including the criteria or level of performance that will be used to make a pass or fail decision and include input from coaches, mentors, and community partners when applicable
- Describe how candidates will receive updates on their progress at least quarterly, with opportunities to receive formal support or counsel out when necessary

DOMAIN 4: QUALITY OF PLAN FOR PERFORMANCE MANAGEMENT AND EVALUATION	
Program Indicators	Evidence within the Application
<p><i>How well does the program:</i></p> <p><b>PROGRAM EVALUATION:</b></p> <ul style="list-style-type: none"> <li>• Make decisions for program improvement based on collected workforce and preparation program data</li> <li>• Improve preparation program based on teacher-candidate feedback and data</li> <li>• Include community partners in program evaluation and planning for improvement</li> </ul> <p><b>PROGRAM MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Maintain cost-effective tuition rates and candidate expenses</li> <li>• Manage program timeline and enrollment goals based on workforce needs</li> </ul>	<p><i>How well does the application:</i></p> <p><b>PROGRAM EVALUATION SECTION SHOULD:</b></p> <ul style="list-style-type: none"> <li>• Indicate how they will evaluate the following components of the preparation program at least annually: <ul style="list-style-type: none"> <li>○ Data reflecting the success of recruitment and enrollment</li> <li>○ Data reflecting the quality of the program curriculum</li> <li>○ Quality of the applied practice experiences and sites selected</li> <li>○ Success on the CLASS<sup>TM</sup> observations</li> </ul> </li> <li>• Include a plan for completing a long-term evaluation of the preparedness of program completers to succeed in their desired teaching position, including data collected following candidate graduation</li> <li>• Indicate how community network partners and preparation program will meet at least annually to set program priorities based on: <ul style="list-style-type: none"> <li>○ Data reflecting the program’s success (candidate outcomes, assessments and observations)</li> <li>○ Data reflecting the impact on the workforce (employment, surveys)</li> </ul> </li> <li>• Include community network partners, coaches, mentors, and applied practice site directors in the evaluation of program success</li> </ul> <p><b>PROGRAM MANAGEMENT SECTION SHOULD:</b></p> <ul style="list-style-type: none"> <li>• Provide estimated dates for program planning and startup that are feasible (e.g., allow sufficient time for recruitment and planning)</li> <li>• Estimate a reasonable number of candidates for their planned cohort</li> <li>• Complete all sections of the program cost section, and provide a realistic expectation of program tuition and candidate costs</li> </ul>

## Appendix B- Early Childhood Teacher Content Knowledge Requirements - Early Childhood Ancillary Certificate

All course descriptions and content should demonstrate alignment with:

- Ancillary Course Content Requirements (based on CDA Subject Areas)
- [NAEYC Standards for Initial Early Childhood Professional Preparation](#) (including Standard 7)

All coursework for the Early Childhood Ancillary certificate should include a direct link to the eight course requirement subject areas, with a minimum of ten hours in each of the eight course content requirements. The eight course content requirements reflect the subject requirements for a Child Development Associate (CDA).

Early Childhood Ancillary Program coursework should also reflect the NAEYC Standards for Professional Preparation. Each course description should indicate the standards that will be addressed. Each NAEYC standard may be included multiple times throughout the full description of the Early Childhood Ancillary Program coursework. Below a possible alignment between the Early Childhood Ancillary Course Content Requirements and the NAEYC standards is presented.

All coursework within Early Childhood Ancillary Programs should include opportunities for field experience that reflects the course content requirements and Standard 7 of the NAEYC Standards for Professional Preparation. This should be demonstrated through planned activities for reflection on current or past work experiences and opportunities for applied practice of course content.

Ancillary Course Content Requirements (based on CDA subject areas)	NAEYC Standards for Professional Preparation/CDA Subject Description
<p><b>1. Planning a safe and healthy learning environment</b></p>	<p><b><u>Promoting Child Development and Learning (NAEYC Standard 1)</u></b></p> <p>Candidates prepared in early childhood degree programs are grounded in a child development knowledge base.</p> <p><i><u>1a:</u> Knowing and understanding young children’s characteristics and needs, from birth through age 8.</i></p> <p><i><u>1b:</u> Knowing and understanding the multiple influences on early development and learning.</i></p> <p><i><u>1c:</u> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</i></p>
<p><b>2. Advancing children’s physical and intellectual development</b></p>	<p><b><u>Using Developmentally Effective Approaches (NAEYC Standard 4)</u></b></p> <p>Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur.</p> <p><i><u>4a:</u> Understanding positive relationships and supportive interactions as the foundation of their work with young children.</i></p> <p><i><u>4b:</u> Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</i></p> <p><i><u>4c:</u> Using a broad repertoire of developmentally appropriate teaching /learning approaches.</i></p>

	<p><u>4d</u>: <i>Reflecting on own practice to promote positive outcomes for each child.</i></p> <p><b><u>Using Content Knowledge to Build Meaningful Curriculum (NAEYC Standard 5)</u></b></p> <p>Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</p> <p><u>5a</u>: <i>Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</i></p> <p><u>5b</u>: <i>Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.</i></p> <p><u>5c</u>: <i>Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</i></p>
<p><b>3. Supporting children’s social and emotional development</b></p>	<p><b><u>Using Developmentally Effective Approaches (NAEYC Standard 4)</u></b></p> <p>Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur.</p> <p><u>4a</u>: <i>Understanding positive relationships and supportive interactions as the foundation of their work with young children.</i></p> <p><u>4b</u>: <i>Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</i></p> <p><u>4c</u>: <i>Using a broad repertoire of developmentally appropriate teaching /learning approaches.</i></p> <p><u>4d</u>: <i>Reflecting on own practice to promote positive outcomes for each child.</i></p> <p><b><u>Using Content Knowledge to Build Meaningful Curriculum (NAEYC Standard 5)</u></b></p> <p>Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</p> <p><u>5a</u>: <i>Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</i></p> <p><u>5b</u>: <i>Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.</i></p> <p><u>5c</u>: <i>Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</i></p>

<p><b>4. Building productive relationships with families</b></p>	<p><b><u>Building Family and Community Relationships (NAEYC Standard 2)</u></b></p> <p>Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities.</p> <p><i><u>2a:</u> Knowing about and understanding diverse family and community characteristics.</i></p> <p><i><u>2b:</u> Supporting and engaging families and communities through respectful, reciprocal relationships.</i></p> <p><i><u>2c:</u> Involving families and communities in young children’s development and learning.</i></p>
<p><b>5. Managing an effective program operation</b></p>	<p>Candidates will have training in planning, record keeping, and reporting to maintain effective practices within the classroom. Candidates should learn to contribute to a well-run program, which is responsive to family and child needs.</p>
<p><b>6. Managing a commitment to professionalism</b></p>	<p><b><u>Becoming a Professional (NAEYC Standard 6)</u></b></p> <p>Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession.</p> <p><i><u>6a:</u> Identifying and involving oneself with the early childhood field.</i></p> <p><i><u>6b:</u> Knowing about and upholding ethical standards and other early childhood professional guidelines.</i></p> <p><i><u>6c:</u> Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</i></p> <p><i><u>6d:</u> Integrating knowledgeable, reflective, and critical perspectives on early education.</i></p> <p><i><u>6e:</u> Engaging in informed advocacy for young children and the early childhood profession.</i></p>
<p><b>7. Observing and recording children’s behavior</b></p>	<p><b><u>Observing, Documenting, And Assessing To Support Young Children And Families (NAEYC Standard 3)</u></b></p> <p>Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.</p> <p><i><u>3a:</u> Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.</i></p> <p><i><u>3b:</u> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</i></p> <p><i><u>3c:</u> Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</i></p> <p><i><u>3d:</u> Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.</i></p>



<p><b>8. Understanding principles of child development and learning</b></p>	<p><b><u>Promoting Child Development and Learning (NAEYC Standard 1)</u></b></p> <p>Candidates prepared in early childhood degree programs are grounded in a child development knowledge base.</p> <p><i><u>1a:</u> Knowing and understanding young children’s characteristics and needs, from birth through age 8.</i></p> <p><i><u>1b:</u> Knowing and understanding the multiple influences on early development and learning.</i></p> <p><i><u>1c:</u> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</i></p>
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NOTES:

- There are additional areas of overlap between multiple NAEYC Standards that could be emphasized within the eight subject areas. The alignment above reflects the *Suggested Relationship between CDA Formal Child Care Education Requirement and NAEYC Standards for Professional Preparation Programs*: <http://www.naeyc.org/ncate/files/ncate/SuggestedRelationshipCDA-NAEYCStandards.pdf>

## Appendix C- Early Childhood Teacher Pedagogy Requirements- Early Childhood Ancillary Certificate

These competencies will prepare teachers to maintain a positive classroom environment, as well as provide support in the Classroom Assessment Scoring System (CLASS<sup>®</sup>), which will be used to measure teacher success in Louisiana’s early childhood accountability system.

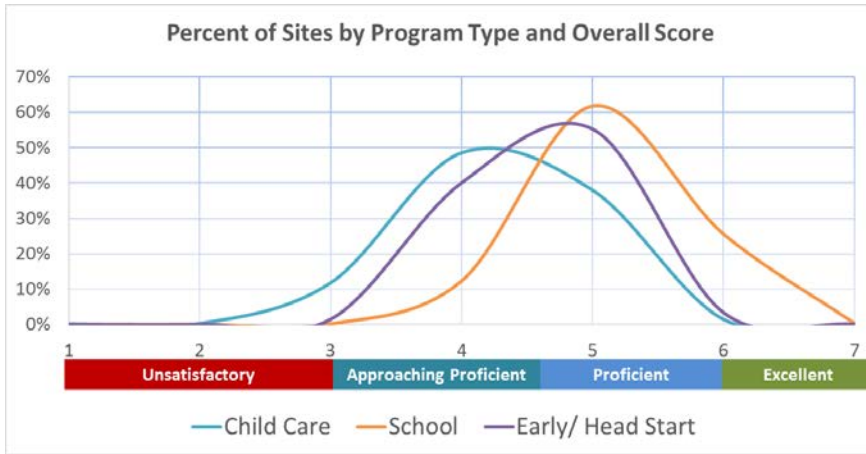
Early Childhood Ancillary Programs must explicitly demonstrate how the following teacher competencies will be reflected in the design of all course content.

Teacher Competency	Indicators of the Competency
<p><b>A. Sets instructional/learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Designs instructional/learning outcomes that:               <ul style="list-style-type: none"> <li>• Are written in terms of what children will learn rather than do</li> <li>• Include indicators from applicable ELDS domains (Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development, and Social-Emotional Development )</li> <li>• Are appropriate for diverse learners (e.g., special education students, ESL students)</li> </ul> </li> <li>• Selects plans for activities, interactions, and experiences that align to the Louisiana Birth to Five Early Learning Development Standards (ELDS).</li> <li>• Understands the importance of and is prepared to use a high-quality curriculum that is rated as <a href="#">Tier I</a> by the Louisiana Department of Education.</li> </ul>
<p><b>B. Provides emotional and behavioral support</b> (aligned with CLASS<sup>®</sup> Pre-K, Emotional Support and CLASS<sup>®</sup> Toddler, Emotional and Behavioral Support domains)</p>	<ul style="list-style-type: none"> <li>• Creates a positive environment that supports emotional connections between children and adults and between children and their peers.</li> <li>• Exhibits an awareness and sensitivity to children’s emotional and learning needs.</li> <li>• Allows opportunities for exploration while providing comfort, reassurance and encouragement.</li> <li>• Places emphasis on children’s perspectives (e.g. interests, motivations and points of view).</li> </ul>
<p><b>C. Manages classroom organization</b> (aligned with CLASS<sup>®</sup> Pre-K, Classroom Organization and CLASS<sup>®</sup> Toddler, Emotional and Behavioral Support domains)</p>	<ul style="list-style-type: none"> <li>• Sets clear age-appropriate expectations for children’s behavior.</li> <li>• Supports positive behavior by using effective methods (e.g. highlighting positive behaviors, redirecting misbehaviors).</li> <li>• Promotes children’s ability to regulate their own behavior (e.g. using a proactive approach, planning to minimize disruptions).</li> <li>• Manages instructional/learning time and routines so children have maximum opportunities to be engaged in learning activities.</li> <li>• Maximizes children’s interest and engagement by being actively involved in the children’s learning process.</li> <li>• Uses a variety of materials and modalities to gain children’s interest and participation in activities.</li> </ul>

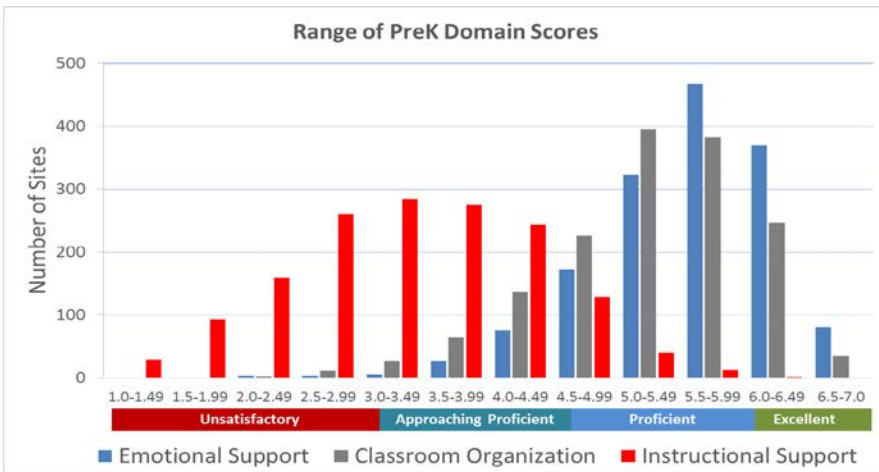
<p><b>D. Provides engaged/instructional support for learning</b> (aligned with <i>CLASS® Pre-K</i>, Instructional Support and <i>CLASS® Toddler</i>, Engaged Support for Learning domains)</p>	<ul style="list-style-type: none"> <li>• Uses interactions and discussions to promote higher-order thinking skills and cognition.</li> <li>• Focuses on promoting children’s understanding rather than on rote instruction or memorization.</li> <li>• Provides feedback that expands children’s learning and understanding.</li> <li>• Scaffolds learning and provides supportive guidance so that children can to achieve competencies and skills on their own.</li> <li>• Provides opportunities for conversations for the purpose of promoting opportunities for language use.</li> <li>• Utilizes open-ended questioning techniques to allow children to put language together to communicate more ideas in increasingly complex ways.</li> <li>• Models language use and forms through repeating and extending children’s responses and through self and parallel talk.</li> <li>• Use a variety of words and language forms that are new and unique to extend children’s understanding of these parts of language.</li> </ul>
<p><b>E. Uses assessment to guide planning and understand children’s levels of growth and development</b></p>	<ul style="list-style-type: none"> <li>• Conducts observation-based assessments in a systematic, ongoing manner throughout daily routines and activities.</li> <li>• Understands the need for alignment between standards, curriculum and assessment and is prepared to use assessment(s) that are aligned with high quality (e.g. Tier I) curriculum.</li> <li>• Gather and uses assessment data for the purpose of planning instruction, activities and experiences that further promote children’s development and learning.</li> <li>• Reflect on child assessment data and connections to teacher action and make changes to continuously improve practice.</li> <li>• Make decisions on the progress of children’s development with reliability.</li> </ul>

## Appendix D: CLASS® Early Childhood Practice Performance Profile Resources

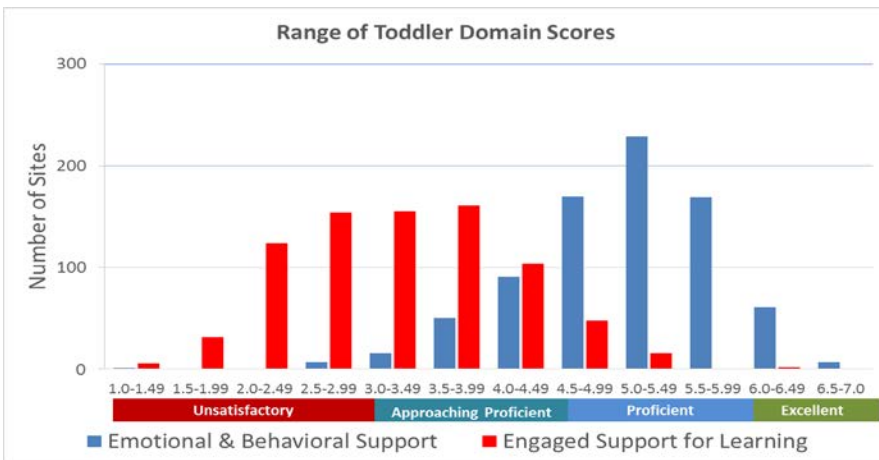
**Graph 1: CLASS® Scores for all program types (2015-2016 Practice Year)**



**Graph 2: Pre-K CLASS® Scores by Domain (2015-2016 Practice Year)**



**Graph 3: Toddler CLASS® (2015-2016 Practice Year)**



## Practice Performance Profile Resources

Information about the 2015-2016 Practice Performance Profiles for all publicly-funded sites and community networks can be found in the resources below. This data is based on the 2015-2016 learning year for the early childhood accountability system.

- [Practice Performance Profile Results](#)
- [Practice Performance Profile Site Key](#)
- [Practice Performance Profile Site Guide](#)
- [Practice Performance Profile Network Key](#)
- [Practice Performance Profile Network Guide](#)
- [Practice Performance Profile FAQs](#)

## Additional Resources

Additional resources to assist applicants have been listed below. These resources support the work and initiatives taking place within early childhood for the Louisiana Department of Education.

- [Tier I Curriculum](#)- Curriculum that have been rated as Tier I for early learning sites in Louisiana. Sites receive recognition for using Tier I curriculum on their Performance Profiles.
- [Curriculum Implementation Scale](#)- This scale provides guidance as to how sites and schools should consider implementing high quality curriculum.
- [Information about GOLD™ by Teaching Strategies](#)- Information about the child assessment used by many early childhood programs in Louisiana.

## Appendix E- Applied Practice Examples

The following examples have been provided for programs that are completing the Application for Program Approval to offer an Early Childhood Ancillary Certificate Program. Programs may use the examples below to guide their program development. This list is not exhaustive of all possible applied practice opportunities.

<b>Candidate observation of high-quality classroom instruction and interactions (video)</b>
<b>Candidate observation of high-quality classroom instruction and interactions (in-person)</b>
<b>Co-facilitating classroom instructions and interactions</b>
<b>Observation of candidate-led classroom instruction and interactions</b>
<b>CLASS observation of candidate leading classroom instruction and interactions (a minimum of 2 is required)</b>
<b>Structured reflection activities</b>

## Appendix F- Terms and Definitions

The following terms and definitions are used throughout the application.

- **Applied Practice:** Includes the observation of practicing teachers (live or video), simulated practice of teaching strategies and competencies, authentic practice of teaching strategies in an early childhood classroom environment, and observation of teacher candidates. Applied practice opportunities should be completed in concurrence with structured reflection opportunities for candidates.
- **Candidates:** Individuals who are seeking professional preparation to be highly-qualified lead-teachers within a child care center, and have enrolled and received admission to complete the Early Childhood Ancillary Certificate Program.
- **Child Development Associate (CDA):** A nationally recognized entry-level credential for child care teachers. It is issued by the Council for Professional Recognition ([www.cdacouncil.org](http://www.cdacouncil.org)).
- **Classroom Assessment Scoring System (CLASS) by TeachStone:** An observation tool that evaluates the effectiveness of teacher-child interactions in classrooms ages infant through 12<sup>th</sup> grade. *CLASS* is being used statewide in toddler and pre-K classrooms as part of Louisiana's unified early childhood accountability system.
- **CLASS observations:** An observation of achieved by completing and passing all trainings and assessments required by Teachstone to conduct a *CLASS* observation with validity and fidelity. Observers may be *CLASS* reliable for toddler classrooms, pre-K classrooms, or both.
- **Early Childhood Ancillary Certificate:** A professional credential for lead-teachers that work in early learning centers in Louisiana. The certificate can be earned by demonstrating the completion of one of the qualifying credentials or degrees, and by submitting a complete application to the Louisiana Department of Education.
- **Early Childhood Ancillary Certificate Programs (programs):** Programs that have applied for and received approval from BESE to provide coursework that is used to earn the Early Childhood Ancillary Certificate.
- **Program Cycle:** The expected span of time from the beginning of the approved program coursework to the completion of the program coursework.