

Gateways to Opportunity

ECE Credential Level 6

Level 6 Skill Areas: Direct Route

The professional seeking the ECE Credential Level 6 through the direct route demonstrates mastery in three Skill Areas. Mastery is defined as self-awareness about the nature and impact of one's interactions with others, comprehensive knowledge (theory, principles and/or best practices) and specific skills related to the application of knowledge to practice. Supporting documents are to be submitted for each Skill Area identified by the applicant. More than one supporting document may be submitted per Skill Area. A narrative written for each Skill Area, following the guidelines provided, must demonstrate the applicant's ability to apply knowledge and skills at an advanced level relative to the Skill Area and the supporting documents.

The ECE Credential Level 6 identifies seven Skill Areas. These Skill Areas are built on the achievement of knowledge and skills for the ECE Credential Level 5. The seven Skill Areas are:

1. **Advocacy** is defined as purposeful action that promotes and protects the rights and needs of children, families, and colleagues. Advocates use evidence- and research-based information to recommend improvements and influence outcomes for children and families as well as the profession. Professionals understand the legislative process, social issues, and public policies that impact and influence the lives of children and families and those within the profession.
2. **Inquiry, Critical Thinking, and Research** are the avenues by which professionals initiate, generate and acquire knowledge and skills related to areas of expertise in the ECE profession. Professionals study issues and topics through action research, literature reviews, critical reviews of information, as well as other methods of inquiry. Through critical reflection, professionals discern what is valid and appropriate for dissemination through formal and informal means.
3. **Communication** is defined as a network or system of information transformation or exchange, including thoughts, opinions, needs, feelings and ideas, by various means, among professionals, stakeholders, colleagues, and families. Professionals engage in the transmission or exchange of information employing diverse strategies with the goal of creating meaning or shared understanding.
4. **Leadership** is defined as the ability to motivate others to work together to identify and achieve common goals. Professionals utilize their knowledge, skills, dispositions, and personality traits to bring about change that will improve the lives of children, families, and colleagues.
5. **Reflective Practice** occurs when professionals evaluate personal and professional practices and ideas in relation to standards, ethical principles, evidence-based practices, and outcomes. Through this process, professionals develop a greater sense of self-awareness about the nature and impact of their interactions with colleagues, young children, families, and the community at large.
6. **Collaboration** occurs when two or more individuals work together toward achieving common goals. These goals relate to supporting and enhancing the ECE profession and to enhancing the quality of care and education for young children, birth through age 8 and their families.
7. **Innovation** is defined as change in current practice or process, or the useful application of new inventions or discoveries. Professionals engage in creative thought processes, critical thinking, and application of successful practices within the profession or within other areas or knowledge bases to bring about new ideas.

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Application Guidelines: Direct Route

A. Artifacts

The applicant or professional will submit supporting documents, hereafter referred to as artifacts, that clearly demonstrate the ability to apply knowledge to practice, within the ECE field, in each of the three Skill Areas that have been identified. Artifacts must directly relate to and clearly demonstrate mastery of the related Skill Area. Each artifact is to be named and briefly described, on the Artifact Cover Page, to show its connection to the related Skill Area. While more than one artifact may be submitted per Skill Area, artifacts will be assessed as a whole and multiple artifacts will not receive additional points. Only artifacts that provide clear evidence of the ability to apply knowledge of the Skill Area to professional practice within the ECE field at an advanced level will be evaluated.

NOTE: Send only copies of artifacts as these will not be returned.

Evaluation: Points will be assigned based on the level to which the artifacts support the Skill Area and demonstrate the applicant's application of knowledge and skills in the completion of the artifact.

B. Narrative

The applicant will complete and submit a professionally written essay for each Skill Area. The essay must focus on the applicant's ability to apply knowledge to practice at an advanced level in the ECE field. Each section of the narrative must be clearly labeled and the narrative must demonstrate the applicant's ability to communicate at an advanced level. Specific criterion for each section is clarified in the Evaluation Rubrics.

Narrative Presentation

Demonstrate the ability to communicate and present ideas at an advanced level.

Evaluation: The narrative presentation will be evaluated based on the level to which the parameters of writing (grammar, punctuation, spelling, and sentence structure) and the organization of ideas, expression of thought, and the format meet the requirements.

Introduction

Include a statement of purpose and an overview of the narrative in the introduction. Clearly refer to the Skill Area and the supporting artifact(s).

Evaluation: The introduction will be evaluated based on the level to which the required information is included and meets the requirements.

Elements of Skill Area

Identify and describe specific knowledge (theory, principles and/or best practices) and skills used in the creation and/or use of the supporting artifact(s).

Evaluation: Points will be assigned based on the level to which this section identifies the knowledge and skills relevant to the Skill Area.

Understanding of Skill Area

Analyze and reflect on the knowledge and skills applied in the development and/or implementation of the artifact(s). Make reference to the Skill Area and clearly demonstrate an understanding of the Skill Area and the connections with the artifact(s).

Evaluation: Points will be assigned based on the level to which this section demonstrates a clear understanding of the Skill Area.

Impact of Artifact(s)

Analyze the professional and personal impact of the supporting artifacts relative to how each demonstrates a mastery level of the Skill Area. Specifically speak to how the knowledge and skills developed in this Skill Area have been applied regarding the use of the artifact(s) and the impact of the artifact(s) on practices within the ECE field.

Evaluation: Points will be assigned based on the level to which this section makes clear reference to the Skill Area, to the artifact(s) and to the application of knowledge to practice.

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Evaluation Guidelines: Direct Route

A. Submission of Materials

After all components of the application are complete, the applicant or professional is to submit all of the required materials to INCCRRA for evaluation. These materials will be rigorously evaluated by the ECE Credential Level 6 Review Group to determine whether the applicant has demonstrated mastery, comprehensive knowledge and skills, based on the narrative essays and artifacts submitted for each Skill Area.

The following components are to be submitted for evaluation.

For each Skill Area where mastery is being identified:

- Artifact(s), with Artifact Cover Page
- Narrative

B. Evaluation

The Evaluation Rubric for the ECE Credential Level 6 provides specific criterion for each component that is submitted. Each component must meet the requirements for the ECE Credential Level 6 to be awarded. If needed, an applicant will have the opportunity to resubmit each component of each Skill Area for a total of two times for re-evaluation

Narrative Presentation

Each narrative will be evaluated independently, based on the applicant's ability to communicate at an advanced level. Two areas will be evaluated: Professional Writing and Professional Organization. For each narrative to be accepted as 'Meets Requirements,' both of these areas must meet the requirements, as indicated in the evaluation rubric. If the narrative does not meet requirements, the applicant will have the opportunity to work with a Gateways to Opportunity Counselor to review the ECE Credential Level 6 Review Group's recommendations, make changes and/or additions, and resubmit a narrative for a subsequent review, for a total of two times.

Artifacts and Narrative Presentation

Each narrative will be evaluated in relation to references to the artifact(s) submitted as supporting documentation for the related Skill Area. The Evaluation Rubric provides the criterion that will be used to evaluate each required area of the narrative and the related artifacts.

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Artifact Cover Page: Direct Route

Complete and return this form with the application for the ECE Credential Level 6 to the Gateways to Opportunity office. On this form, list each artifact, submitted to demonstrate mastery in the identified Skill Area. Use a separate form for each Skill Area to document the artifacts. **Type all information.**

Name: _____

Phone Number: _____

Email: _____

Skill Area: _____

Artifact: Name If submitting more than 1 artifact, please list each one separately.	Connection to Skill Area Briefly describe why you chose this artifact to document mastery in this Skill Area (100 words or less). Please articulate your role in the artifact.

Signature: _____ Date: _____

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Examples: Direct Route

An applicant for the ECE Credential Level 6 must demonstrate mastery in three Level 6 Skill Areas. Artifacts are to be submitted for each Skill Area identified by the applicant. More than one supporting artifact may be submitted per Skill Area. The supporting artifact(s) must be accompanied with a narrative following the guidelines provided. Each section of the narrative must be clearly labeled and the narrative must demonstrate the applicant's ability to communicate at an advanced level.

PLEASE NOTE: The examples included in this document are excerpts from narrative essays and do not reflect the entirety of what an applicant has submitted.

A. Artifacts

Cover page

Example:

Skill Area: Collaboration

Artifact: Proposal for Developing an Early Childhood Mental Health Training Program

Description:

This artifact represents collaboration not just between four professionals from different organizations, but a potential collaboration between three institutions, with the goal being to create an innovative delivery system for mental health training throughout (the region). I was involved in this process because of my background in managing mental health training programs, my understanding of delivery across several types of service systems, my knowledge of hybrid-style course teaching, my familiarity with state credentialing systems, and my ability to teach within different areas of the program. This allowed me to use my expertise to help (the region) develop a meaningful training program to meet the needs of its professionals.

Evaluation:

Points will be assigned based on the level to which the artifacts support the Skill Area and demonstrate the applicant's application of knowledge and skills in the completion of the artifact.

B. Narrative

Introduction

Example:

Collaboration, selected excerpts

Authentic collaboration is key to the work done in caring for and supporting young children and families in order to maximize their potential to achieve their goals. This collection of artifacts helps to document some of the ways I have collaborated with others in order to improve services and outcomes for young children and families.

Elements of Skill Area

Example:

Leadership, selected excerpts

Through reflecting on multiple leaders I have known, books and articles on the art of leadership that I have read and studied, and also on my own experiences as a leader, I have developed a personal leadership style that tends to be greatly collaborative, strengths-focused, team-based, reflective and open to innovation. It is that style that will primarily be represented in my thoughts here.

I believe that one of the most important facets of being a good leader is the ability to be reflective—the ability to consider one’s own beliefs, values, and experiences as they relate to a particular situation as well as the ability to look openly at specific situations and seek to understand them.

Also important to this process is good, strong communication. I believe that a good leader is someone that strives to communicate clearly with others, and encourages open communication within any team. Because communication plays such a strong role in how a team perceives its members and its mission, a strong leader will intentionally use strong, written, verbal, and non-verbal communication to share ideas with the team’s work.

Evaluation:

Points will be assigned based on the level to which this section identifies the knowledge and skills relevant to the Skill Area.

Understanding of Skill Area

Example:

Leadership, selected excerpts

I truly believe that leadership is an art form and is best developed through a continuous process of practice, reflection, and adaptation. While I have only a limited selection of my leadership in the artifacts that I have submitted with this skill area, I have been learning the art of leadership my whole life. When I consider what I knew and understood about leadership at the age of nine when I lead an Olympics of the Mind team as a co-captain, and then think about what I knew and understood a decade later as I dreamed up and planned my first large-scale youth leadership conference from the ground up, and then I think about what I know and understand today, two decades later, I can see that here has been a steady progression in my knowledge and understanding of leadership.

For that reason, each of the artifacts listed here has been most relevant in that it depicts yet another opportunity I had to grow in my role as a leader. Rather than seeing each as an accomplishment, I see each as a part of the bigger process of continuous molding and shaping – a process that will continue forever.

Evaluation:

Points will be assigned based on the level to which this section demonstrates a clear understanding of the Skill Area.

Impact of Artifact(s)

Example:

Collaboration, selected excerpts

While many of the activities changed local practice (within an institution or within a department), others had the power to inspire additional professionals to enact similar changes. Opportunities to present workshops and classes about collaborative processes and how they helped me to be part of a team that achieved a common goal have helped the field in a larger way by enabling our changes to spread to others, as well.

The artifacts, collectively, speak loudly about collaboration as a whole and impact my perception and understanding of collaboration. Key to this understanding has been the realization that collaboration can look many different ways, and can also involve very different types of people. As I looked through my artifacts, I also realized that some represented collaboration between department in an institution, each bring expertise (and training) to the table to create a cohesive plan. Within that same process, I also realized that collaboration

meant working for a common good (the good of the institution) and how much that meant that no one was more important than any other. Other artifacts represented collaboration between institutions; others between professionals from very different disciplines, coming together to share their knowledge to improve a system or to solve a problem. In addition, some artifacts represented collaboration that relied more on the sharing of knowledge while others represented a greater sharing of experience. In the end, the dissimilarity among these artifacts has reminded me that collaboration experience can also look very dissimilar, but that they have all still fulfilled the ultimate goal of collaboration, which is to use everything that a variety of people can bring to the table to construct the best plan or outcome available for any particular situation.

My hope is that each collaboration represented here has left everyone involved with a feeling of success because of the process. In this way, I hope that the truest impact on the field is that of each collaborative success feeding people's desires to engage in collaboration once again.

Evaluation:

Points will be assigned based on the level to which this section makes clear reference to the Skill Area and to the application of knowledge to practice.

EXAMPLE