

# **Competencies and Credentials for Early Childhood Educators: Next Steps for Leadership**

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# Credentials are not classroom competencies

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- **Licensure and certification standards are “minimals”**
- **Peripherals to practice and knowledge—  
in-classroom**
- **Few, if any, valid assessments of competencies**
  - Either for state systems or classroom practice
- **Credentials and standards are a “shell”**
  - The question is how to fill it

# Start with what matters in the classroom

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- **Credentials/competencies assume a downstream effect of input**
- **No evidence overall that this works**
- **Working “backward” from studies of effective practice**
- **Define/identify effective practice, then build inputs that produce it**
- **Linked assessments**

# Certify demonstrated effectiveness and knowledge

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- **Move from degrees to demonstrated practice/knowledge**
  - Need assessments that are valid
  - Many assessments may be practice-focused
  - Get credit for what you do
- **Investments of PD funds in demonstrated effective inputs**
- **States incent varied routes to performance**
- **Preparation programs retool**

# Promising directions

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- **Real-time, ongoing, practice-focused supports**
  - ISRC projects (MTP, FPG/Odom, NYU/Raver), Powell's work
  - Coaching produces improved quality and child outcomes
  - Credit/certify/incent participation in coaching?
- **Working backward to produce skills through courses (NCRECE; Clements, Ginsburg)**
- **States' interests in investing in promising models at scale**