

New Hampshire Preschool Development Grant: Sharing Best Practices

A Report of Professional Development Requirements:
Reciprocity

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PDG B–5 Sharing Best Practices: Reciprocity

Activity 2: Creating a Common Criteria (Standards) Leading to the Reciprocity of Training where the Identified Standards are Met

Preface

The Spark NH Workforce and Professional Development (WFPD) Committee is committed to fostering cross-sector collaboration. With representation from many professions over the years of convening, the committee has encouraged members to share professional development opportunities so that individuals benefit from learning together. As the group took this on, it was important to define outcomes that would move this priority forward. We initially identified several steps for this activity:

Research and needs assessment: crosswalk organizations requirements for PD hours (gain understanding). Research what other PD units are, how PD is delivered; what terminology is used? (CEU, clock hours, credits, etc.)

Process: create common expectations and qualifications for trainers. Establish agreed-upon standards.

After evaluating our options, we began by tackling the first set of activities – outline the expectations for on-going professional development hours and formats in our cross-sector fields. Committee members divided up an agreed-upon list of professional certifications and licensures and collected the data, primarily from web sites, authorizing personnel, and rules documents. The information presented is retrieved from those sources. Also obtained are specifications for content areas for most of the professions. This information is available in research notes.

A crosswalk that summarizes the measures and specific requirements for hours is on page nine. Recommendations for ways to enable more effective reciprocity and proposed standards are on pages nine through eleven.

Summary of Professional Development Requirements for Units and Methods

Court Appointed Special Advocate (CASA) of NH¹

Forty hours of pre-service training is required (as outlined in the Training Program Outline). They can also expect to take up to three additional training during the first year of service: Permanency and TPR training which helps them prep for specific court hearings, and Fostering Futures, which is geared toward working with the 14+ population. Providers of the pre-service PD are two individuals trained on national standards and NH content, employed by CASA NH for the pre-service training.

¹ www.casanh.org

Additionally, they are expected to acquire *12 continuing ed hours per year*, which could consist of support group attendance, conferences, online training and webinars, reading, research, video presentations, etc.

All training complies with the National CASA Standards. National CASA has an identified training curriculum, and NH has made the training specific to NH's laws and program-specific needs. Ongoing monthly support groups for volunteers are organized and supervised by the Program Manager for each court region. The Training Director additionally organizes a statewide in-service every year. Along with announcements of regional support groups, volunteers get notice of other educational opportunities, such as free training through Granite State College, various conferences (AG's, DCYF's), etc.

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*NH Department of Education Educator*²³

30 hours for each specific endorsement area held, and *45 hours* aligned with the Professional Education Requirements⁴. Renewal documentation contains a specific list of content topics.

Examples of acceptable profession development activities can include, but are not limited to, the activities listed below:

Research: Action research is a form of disciplined inquiry that involves educators in the process of selecting a focus, collecting data, analyzing and interpreting the data, and taking action. e.g., Demonstrate new skills in a classroom working directly with students. Identify a topic, establish research procedures, collect research, and analyze it. This involves reflecting on the results of the research and taking action or making conclusions

Classroom Observation: Observing other educators in the classroom.

College Course(s): Credit course – 1 credit is equal to 15 hours of PD.

Committee: Education-related committee work

Curriculum/Assessment/Program Development: Estimate continuing education hours spent in preparation.

Peer Coaching/Mentoring: Cooperative activities between educators that result in increased learning for both parties (e.g., Implementation of instructional practices learned during a professional development activity). Activities in which an experienced educator works with a beginning educator to enhance the beginner's job-related skill, knowledge, and discuss classroom practice. (e.g., analyze classroom instruction, skills, identify strengths and weaknesses, share resources, and discuss and reflect on instructional practices.).

Research/Independent Study: Includes professional reading, webinars, podcasts, lectures, blogs, online workshops, non-credit/audited courses, etc.

Study Groups: Collaborative work or discussion among a small group of educators for the purpose of professional learning. (e.g., Teachers learn new strategies or program content through professional development activities and from study groups to support the implementation of the instructional strategy or technique. To explore knowledge or an educational topic related to readings, research, and shared reflection).

² <https://www.education.nh.gov/certification/index.htm>

³ State of New Hampshire, Department of Education Credentialing - Source - DOE Educator Renewal Memo

⁴ Ed 505.07

Travel: Locations visited that enhance knowledge for educational purposes.
Workshops, Conferences, Seminars, Symposia, In-Service Training, etc.

Writing Professional Articles

The following activities cannot be used for renewal hours/CEU's: workshop presentation time and instruction time (as a teacher, paraeducator, tutor, or volunteer) unless part of action research. Preparation/research time for these activities can be used for renewal hours/CEU's.

There are no criteria for providers of PD.

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Nursing⁵

License renewal requires *30 contact hours in the previous two years prior to renewal of nursing license plus 400 hours of nursing practice in the prior 4 years* before renewal.

Licenses need to be renewed every two years.

“A contact hour is equal to 60 minutes of attendance at an education program, or 50 minutes of time devoted to completion of a self-learning program or computerized program. A CEU is 10 Contact Hours. The requirements for your license renewal are stated in terms of contact hours. Nurses must complete 30 contact hours every 2 years, and LNAs must complete 12 contact hours every year.

The Board does not require that your contact hours be earned at conferences that provide "official" contact hours from a professional certifying organization. Any organized learning program that enhances your nursing or nursing assistant knowledge, judgment, or skills may qualify to meet the requirements for re-licensure. You may complete any or all your contact hours through professional journal continuing education programs or via Internet learning programs. However, for self-learning activities to be valid for license renewal, you must complete the journal or Internet process by submitting the post-test to the sponsor or complete other requirements in order to receive your certificate. Examples of activities that meet continuing education requirements for licensure are found under [Continuing Competence](#).”

Renewal documentation contains a specific list of content topics.

Method of Calculation of Contact Hours for Individualized Learning⁶

(a) Academic credit for courses shall be converted to contact hours, with one credit being the equivalent of 15 contact hours.

(b) Individualized learning activities shall count on an hour-for-hour basis towards fulfilling the requirements of continuing education.

The Board does not require that your contact hours be earned at conferences that provide "official" contact hours granted by a professional organization. However, the educational offering must:

- Have specific objectives that guide the learning
- Pertain to and enhance the licensee's knowledge, skills, and judgment
- Pertain to the licensee's scope of practice
- Have a method for evaluating the learner's attainment of the objectives
- Maintain a list of attendees.

There are no criteria for providers of PD.

⁵ <https://www.oplc.nh.gov/nursing/continuing-competence.htm>

⁶ Nur 403.01 Continuing Education Requirements for LPN, RN and APRN.

*Child Care Licensing*⁷

18 hours per year (those working <25 hours a week require only 12 hours). 3 hours must be in health and safety; remainder include health & safety, nutrition, child care courses funded or provided by the department, indoor/outdoor learning environments, behavior guidance, leadership, financial management, working with families, legal issues in child care, child abuse and neglect, children with exceptionalities, child development.

The department shall accept the following toward meeting in-service professional development requirements:

Credit courses offered by a regionally accredited college or university with one credit equal to 12 hours;

Non-credit courses offered for continuing education units by a regionally accredited college or university;

Conference sessions or workshops which are presented by an individual who meets one of the following criteria:

- a. Is credentialed by the department's child development bureau, NH early childhood professional development system as a master professional, administrator or master teacher, or by the NH after school professional development system as a master professional;
- b. Has at least a bachelor's degree in the subject area which she or he is providing professional development;
- c. Meets the minimum qualifications for the position of center director;
- d. Holds a professional license or certification through a professional organization relevant to the subject area which he or she is providing professional development; or
- e. Is employed or was previously employed in a position such as a trainer, instructor, or consultant by an organization specializing in one of the areas referenced in (j) above in which she or he is providing professional development;

Technical assistance provided by an individual who meets one of the criteria in (3) a. through e. above, provided they have at least 5 years' experience as a center director if qualifying under j.

“Training or technical assistance which is developed and presented by an employee of the program or an individual hired by the program, shall be provided as follows:

- a. The training is conducted when the trainees are not responsible for children;
- b. With the exception of classroom observations, technical assistance is provided when the subject(s) of the technical assistance are not responsible for children; and
- c. Information regarding credentials of the individual, their methods, content and objective, dates and times of trainings or technical assistance, and a list of participants is on file at the program and available for review by the department to assist the department in determining that:
 1. The individual meets the requirements specified in (3) a. through e. or (4) above; and

⁷ <https://www.dhhs.nh.gov/oos/cclu/rules.htm>

2. The training or technical assistance is designed to increase the knowledge or skills of an individual in order to prepare him or her to more effectively work with children in a program; and

Online training and correspondence courses, provided documentation of completion includes: The title of the training;

- b. The completion date;
- c. The hours awarded; and
- d. A description which indicates the training is designed to increase the knowledge or skills of an individual in order to prepare him or her to more effectively work with children in a program.

Self-study is limited to 6 hours a year.”⁸

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Occupational Therapists⁹

12 hours of continuing professional education annually (24 biannually). 6 of the 12 hours must be clinical application (12 biannually). Professional education described in Occ 305.05 shall be obtained through:

- (a) Courses, workshops or training delivered by educational institutions, health care institutions or other entities, whether delivered at a professional worksite or not;
- (b) Online courses; or
- (c) Individualized instruction by:
 - (1) An individual authorized by the regulatory body of another state to apply ultrasound and electrical stimulation modalities;
 - (2) An individual currently licensed in this state as a physical therapist; or
 - (3) An individual who is currently licensed in this state as an occupational therapist or as an occupational therapy assistant and holds a PAM certificate.

Physical Therapists¹⁰

Requirements include: FBI background check, successful completion of the NH Jurisprudence Assessment Module (NH JAM) every year ending in 0 and 5, and 24 hours of continuing professional education.

Individuals licensed as physical therapists or physical therapist assistants wishing to renew their licenses either fully or conditionally shall maintain continuing competence by completing 24 hours of continuing professional education in each 2-year renewal cycle.

“(e) Continuing competence shall be maintained through the following continuing professional education courses and professional activities, provided that they meet the definition of continuing professional education in Phy 407.04:

- (1) Receipt of academic instruction in physical therapy, as further described in Phy 406.02;
- (2) Non-academic courses, seminars, conferences, and workshops, as further described in Phy 406.03;
- (3) Facility-based physical therapy in-service training, as further described in Phy 406.04;
- (4) Formal mentored independent study, as further described in Phy 406.05;

⁸ Detailed information is available in Child Care Licensing Unit Rules He-C4002.30

⁹ www.oplc.nh.gov/allied-health/occupational-therapy.htm

¹⁰ www.oplc.nh.gov/allied-health/physical-therapy.htm

- (5) Direct supervision of a physical therapist or physical therapist assistant students during their clinical education, as further described in Phy 406.06;
- (6) Supervision of licensees holding conditional initial licenses, conditionally renewed licenses or conditionally reinstated licenses, as further described in Phy 406.07;
- (7) Publication of writing related to physical therapy, as further described in Phy 406.08;
- (8) Professional presentations relating to physical therapy made to other professionals or the public, as further described in Phy 406.09;
- (9) Participation in a physical therapy research project, as further described in Phy 406.10;
- (10) Participation in the work of professional boards, committees, and agencies, as further described in Phy 406.11;
- (11) Completion of distance learning courses, as further described in Phy 406.12;
- (12) Teaching physical therapy, as further described in Phy 406.13;
- (13) Receipt of infection control education, as further described in Phy 406.14;
- (14) Successful completion of a practice review tool, as further described in Phy 406.15;
- (15) Journal study, as further described in Phy 406.16; and
- (16) Clinical mentoring of a physical therapist in an accredited residency or fellowship program, as further described in Phy 406.20.”¹¹

*Speech-Language-Hearing*¹²

Requirements include: 30 hours every two years of CE, criminal offender record, online CE allowed (no limit: distance learning), national accreditation accepted (ASHA), 50% of hours must be related to the practice of SLP.

New Hampshire SL Pathologists can earn all 30 hours required for renewal through online courses offered on the speech-language pathology. No more than 50% of the clinical hours be obtained thru webinars, teleconferences, teleseminars, video lectures, and video courses

A minimum of 50% of the contact hours shall relate directly to the clinical application of speech-language pathology. The balance of hours shall relate to general speech-language pathology theory and practice, including, but not limited to, supervision and consultation skills, and curriculum development, and trans-disciplinary issues or skills.

- Maximum of 4 hours for new or renewal certification in adult, child and infant CPR;
- Maximum of 2 hours for infection control education;
- Maximum of 12 hours for journal study;
- Maximum of 2 hours for training required by the licensee's employer;
- Maximum of 12 hours for publication of a journal or magazine article related to speech-language pathology;
- Maximum of 8 hours for public, professional presentations relating to speech-language pathology;
- Maximum of 8 hours for presentation relating to speech-language pathology including workshops lectures, and in-service training;
- Maximum of 12 hours for a research project in speech-language pathology;

¹¹ http://www.gencourt.state.nh.us/rules/state_agencies/phy400.html

#9456, eff 4-17-09; ss by #10061, eff 12-23-11; ss by #10203, eff 10-19-12

¹² www.nhslha.org

- Maximum of 4 hours for product development;
- Maximum of 8 hours for teaching a course related to speech-language pathology.

*Speech-Language-Hearing*¹³

All contact hours shall be related to the clinical application of speech-language pathology, shall be beyond entry-level professional preparation, and designed to provide advanced or enhanced knowledge in the field of speech-language pathology.

Continuing professional education and professional activity shall be related to the clinical application of speech-language pathology accumulated through distance learning, on-site education, academic instruction in speech-language pathology, non-academic courses, seminars, conferences and workshops, educational events held at ASHA conventions, facility-based in-service training, including grand rounds, webinars, teleconferences, teleseminars, video lectures, and video courses.

There are no maximum hours which may be accumulated for a specific activity:

- Academic instruction in speech-language pathology, the Board shall credit the certificate holder with the number of hours assigned by the college or university.
- Non-academic courses, seminars, conferences, and workshops relating to speech-language pathology, the Board shall credit the certificate holder with 1 hour for each clock hour.
- Educational events held at ASHA conventions; the Board shall credit the certificate holder with the hours credited by ASHA.
- Facility-based in-service training, including grand rounds; the Board shall credit the certificate holder with 1 hour for each clock hour.
- Webinars, teleconferences, teleseminars, video lectures, and video courses, the Board shall credit the certificate holder with the number of hours assigned.

*NH Women, Infants & Children Nutrition Program (NHWIC)*¹⁴

The following professionals work in the WIC program. Most positions require a degree in nursing, nutrition, or a registered dietitian. Each profession has different preservice requirements.

Ongoing PD requirements are determined by the individual staff person's registration/licensure.

“We review training provided by local agencies/staff attendance at training during Management Evaluations. We provide access to on-going continuing education for staff throughout the year.”¹⁵

Staff includes:

Nutrition Coordinators (NC)

Breastfeeding Coordinator (BFC)

The Competent Professional Authority (CPA)

Paraprofessionals and Program Assistants

¹³ Speech-Language Pathology Governing Board <https://www.oplc.nh.gov/allied-health/documents/continuing-education-guide.pdf>

¹⁴ www.dhhs.nh.gov/dphs/nhp/wic/index.htm

¹⁵ Fran McLaughlin, NH WIC

Breastfeeding Peer Counselors (BFPC)
Program Director

Disclaimer

Time constraints limited our research. We suggest these professions to include in the future: Mental Health, Social Work, Board Certified Guardians ad Litem, Family Mediators.

Crosswalk of Professional Development Requirements

Table A.1. PD Requirements

Profession	Hour	Unit	Time period	Qualification for PD provider	Content specifications
CASA	12	Clock	annual	no	yes
DOE Educators	75	Clock	Over three years	no	yes
Nursing	30	Clock	every two years	no	yes
Child Care	18	Clock	annual	yes	yes
Occupational Therapists	12	Clock	annual	for individualized instruction	yes
Physical Therapists	24	Clock	every two years	content expertise	yes
Speech-Language-Hearing	30	Clock	every two years	content expertise	yes

Recommendations for Reciprocity

Our research shows that there are possibilities for training offered by one sector to meet the requirements for multiple audiences. The professions reviewed require clock hours with flexibility for the presenter who provides the training. The variety of methods range from training, conferences, observations, self-study, college courses, and online options.

The choice of what an individual selects as a professional development opportunity depends upon need, access, affordability, timing, and location. We also researched barriers and incentives in another Preschool Development Grant activity. We identified that the lack of opportunities was a barrier that impeded participation. By making more options available, with a range of cost, more local access, and shared learning, participation might increase.

We understand that while traditional training formats may not be the most effective way to improve practice on an on-going basis, it can be an essential way to increase cross-sector learning. (WFPD unpublished, draft paper, 2019). If delivered with thoughtful design and based on principles of adult reflective learning, it will continue to meet the needs of some of our professional development populations. Training and conferences introduce content, provide

opportunities to hear from experts in the fields, expose participants to emerging evidence-based practices, and encourage networking.

We recommend the following ways that training can be more readily used by cross-sector populations to meet on-going professional expectations.

Documentation

Providers of training provide certificates (hard copy or online) that contain title and brief description of topic, date, the number of hours, name and credential of the presenter, signed to verify attendance.

Qualifications of Presenters

Providers ensure that those who lead the training have expertise in the content area. Competence is demonstrated by one or more of the following criteria:

- an appropriate degree in the content
- lived experiences
- participation in a “train the trainer” series
- certification or specialized training in the content

Commitment to Collaboration

Organizations and agencies that seek to engage broader audiences understand there is a need to be clear for whom the content will be appropriate - in planning, marketing, and advertising.

Providers would work with the presenter to identify:

- the appropriate participants (not all content will be relevant for all sectors)
- the level of training (introductory, intermediate, advanced)
- a description that includes language that invites cross-sector participants
- a clear statement of content and expected outcomes

The provider distributes advertising and registration information to cross-sector partners for dissemination.

Design of the Training

Based on principles of research-based effective professional development, and an appreciation of adult learning and engagement, we believe the following elements be advanced:

- inclusion of reflective analysis realistic to the format of the session
- strategies to engage participants in an interactive component
- connection of theory to practice with an application to the workplace

Shared Content that Addresses Competencies

There are specified content areas for most professions, and there is a similarity in some of those areas. We do not include all the details on subject areas with this report, although we have collected that information. We recommend that future work include an analysis of content as related to the Spark NH Shared Professional Early Childhood Core Competencies (SPECCC). The SPECCC are intended to be used as a resource for all professionals who work with and on behalf of expectant families, children from birth through grade 3, and their families, with a particular focus on the fields of family support, health and early learning. These competencies apply to the work professionals engage in with respect for each family’s race, religion, language,

ethnicity, culture, literacy, socioeconomic status, family configuration, and any other aspect of the family dynamic.

Conclusion

This work has begun a process that provides direction for additional collaboration. Having collected documentation on cross-sector requirements, we have a better understanding of what we have in common and where we might expand our partnerships. The Spark NH WFPD Committee commits our work to continue promoting shared effective professional development for those who work with and on behalf of young children and their families.

Sources for Recommendations

Spark NH Shared Professional Early Childhood Core Competencies. 2016.

www.sparknh.com/site/assets/files/1044/sharedprofessionalearlychildhoodcorecompetenciesapril2016.pdf

Spark NH Workforce and Professional Development Committee, “Effective Evidence-based Practices for Professional Development,” 2019. Unpublished paper.