

THE TEACHER CAREER PATHWAY

The career pathway specifies the benchmark that corresponds with the formal education, experience, professional development, and professional activities that correspond with an educator who is at each level. For the purposes of this document, “teacher” is defined as an individual primarily responsible for planning and implementing the educational program. Teachers advance from

one level to the next through a combination of formal education, experience, and professional development as outlined in the table presented below. Formal education requirements for Early Intervention/Early Childhood Special Educators are denoted under the **EI/ECSE** heading.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Formal Education			
12 credit hours in Early Childhood Education (ECE). OR A CDA plus 9 credit hours in Early Childhood Education (ECE).	AA in Early Childhood Education (ECE). OR 24 credits in Early Childhood Education (ECE).	Bachelor’s Degree in addition to or including 30 credits in Early Childhood Education (ECE). OR RI Early Childhood Certification PK-2 (includes Bachelor’s Degree). EARLY INTERVENTION Master’s Degree in ECE or ECSE OR RI Teacher Certification Relevant ⁴ to EI (includes Bachelor’s Degree) ECSE Bachelor’s Degree from an accredited institution/ Completion of an approved program for the preparation of Early Childhood Special Education Teacher AND RI Early Childhood Special Education Certification, Birth - Grade 2 (includes RI Early Childhood Certification PreK- 2)	Master’s Degree in Early Childhood Education OR Bachelor’s Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE)
Experience			
Minimum of 1 year of relevant experience (may include fieldwork or practicum).	Minimum of 1 year of supervised instructional experience ⁵ .	Minimum of 2 years of supervised instructional experience.	Minimum of 3 years of supervised instructional experience.
Relevant Professional Development/Credentials			
Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies OR Comparable credit hours in Early Childhood Education (ECE)	Individual Professional Development Plan AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies OR Comparable credit hours in Early Childhood Education (ECE)	Individual Professional Development Plan AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies OR Comparable credit hours in Early Childhood Education (ECE)	Individual Professional Development Plan AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies OR Comparable credit hours in Early Childhood Education (ECE) or related field
Professional Activities			
	Membership in professional organization related to Early Childhood Education (ECE).	Membership in professional organization related to Early Childhood Education (ECE) AND Participation in at least one state, regional, or national conference via attendance, planning or presentation OR Participation in community or state initiative related to early childhood	Membership in professional organization related to Early Childhood Education (ECE) OR Participation in community or state initiative related to early childhood AND Participation in at least one state, regional, or national conference via attendance, planning or presentation OR Engagement in both formal and informal mentoring activities

⁴ EI Educators may hold the following certifications: Early Childhood, PK-2; Early Childhood Special Education, Birth-Grade 2; Special Education-Visually Impaired, Special Education-Deaf and Hard of Hearing; Special Education-Severe Intellectual Disability

⁵ Supervised instructional experience refers to employment as a teacher in a classroom under the supervision of an Education Coordinator/ Head Teacher/or other educational administrator.

