



ADVENTIST EDUCATION
Journey to Excellence 2.0

NORTH AMERICAN DIVISION

Early Childhood Education

PROFESSIONAL
DEVELOPMENT
• PROGRAM •






The mediocre
teacher tells. The
good teacher
explains. The
superior teacher
demonstrates.
The great teacher
inspires.

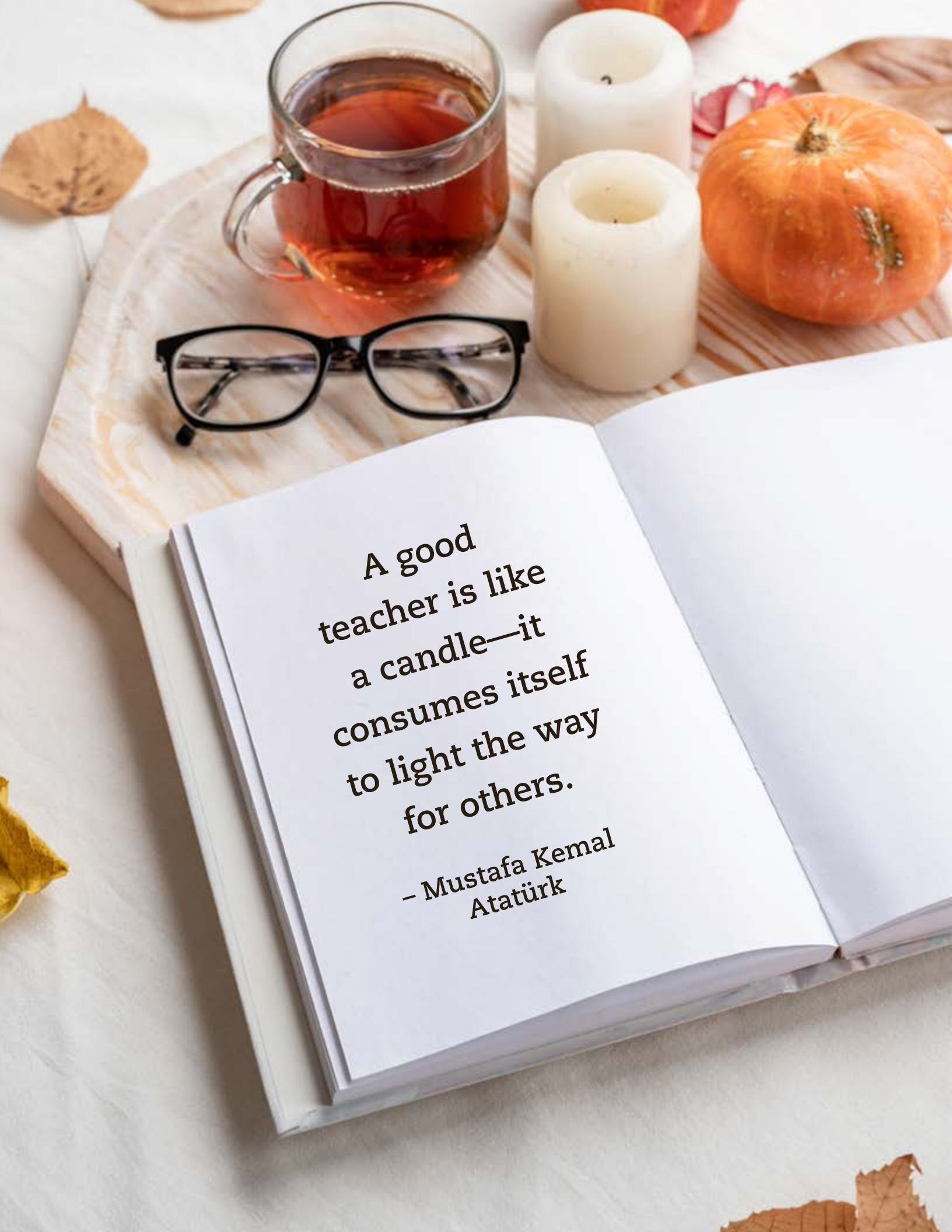
- William A. Ward



A white rectangular card is centered in the frame, containing a Bible verse. The background is a soft-focus photograph of a clear, faceted glass on a light-colored surface, with a green plant leaf visible on the right side. The lighting is warm and natural, creating a serene atmosphere.

“And we know
that all things
work together
for good to them
that love God, to
them who are the
called according
to His purpose.”

Romans 8:28



**A good
teacher is like
a candle—it
consumes itself
to light the way
for others.**

**– Mustafa Kemal
Atatürk**

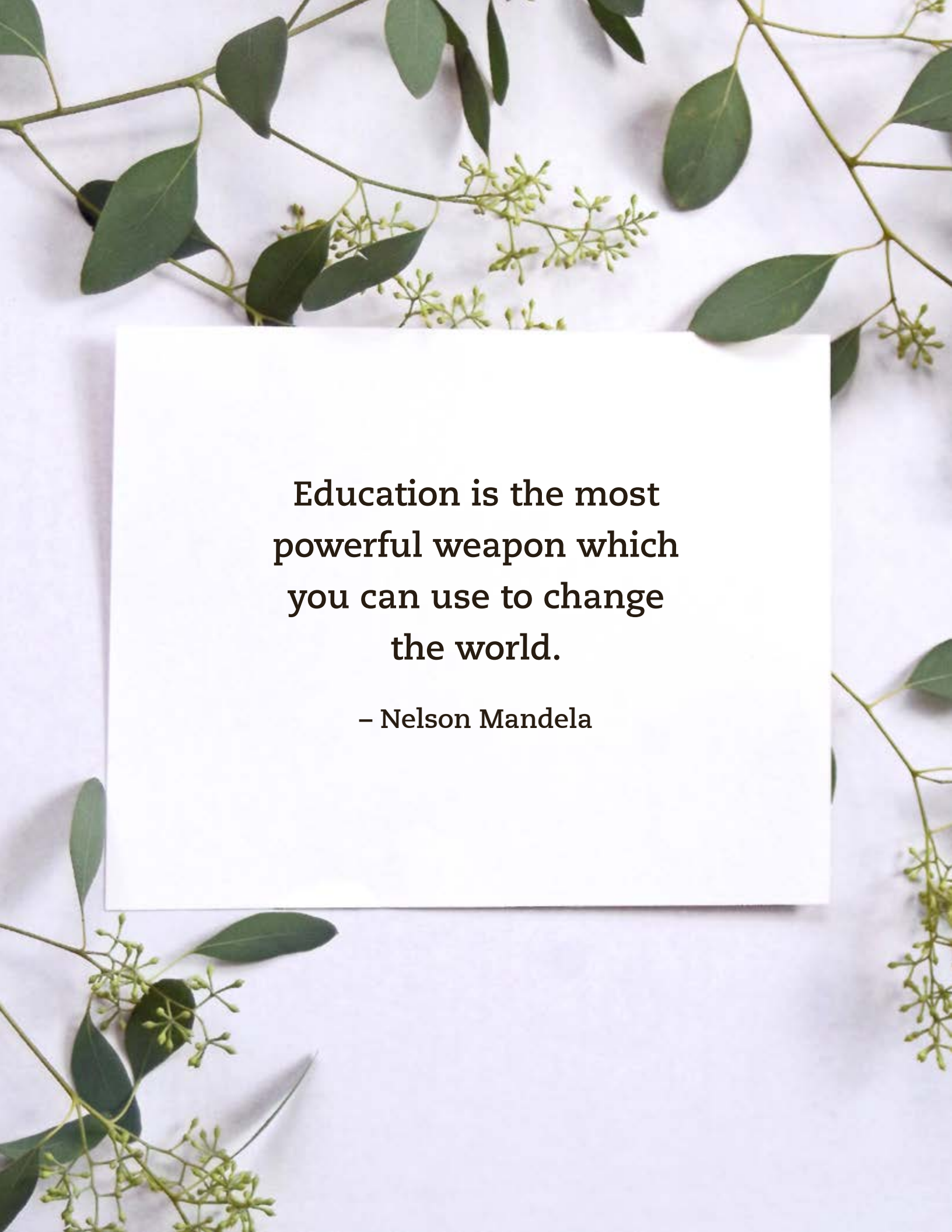
ACKNOWLEDGMENTS

Investing time in professional development (PD) allows the educator to acquire skills that can be used immediately. It will also expose them to new ideas and perspectives they may not have heard of. But, more importantly, it helps educators grow professionally over time. Unfortunately, some think that professional development only helps the individual. But, whether it's a meeting, virtual workshop, or conference, educators who invest time in PD invest in their student's success.

DEVELOPMENT COMMITTEE MEMBERS

Evelyn Sullivan, Chair	North American Division Early Childhood Director
Lileth Coke	Associate Director, Pacific Union Conference
Tamara Libonati	Associate Director, Southern Union Conference
Sue Tidwell	Associate Director, Lake Union Conference
Julie Yamada	Associate Director, Pacific Union Conference





**Education is the most
powerful weapon which
you can use to change
the world.**

– Nelson Mandela

DEAR EARLY CHILDHOOD EDUCATOR,

The North American Division Office of Education (NADOE), Early Childhood Education (ECE) branch knows that an educator's choice of profession, at this level, is a sign of dedication and passion for the early learning experiences of young children. As part of the Seventh-day Adventist Church, our early childhood programs are committed to sharing the message of God's word, His everlasting love, and the promise of His return. Ellen G. White, in *True Education*, reminds us, "Teachers do a high and noble work by cooperating with the divine purpose in imparting to young people a knowledge of God, and in molding the character in harmony with His" {Ed 13.1}.

NADOE recognizes the importance of professional development for ECE educators which supports and encourages educators to obtain a **Professional Development Program (PDP)** certificate. An educator's growth is a sign to families, employers, and peers of the dedication and commitment to provide current ECE best practices and knowledge in the classroom. The children in the classroom will benefit from a teacher who is continually learning.

Your professional growth will be guided by goals and priorities that improve skills, performance, and effectiveness of growth and development of young children.

This manual provides procedures for acquiring and maintaining the **NAD Early Childhood Education Professional Development Program Certificate**. For additional information or clarification, please contact your union associate director of ECE.

Thank you for your commitment to continual growth in the ECE field as a career priority. May you find fulfillment as you teach young children in your classroom each day and share your increasing knowledge, skills, and love for Christ.

Blessings as you move forward,



Evelyn M. Sullivan, Director
NAD Early Childhood Education



**“It is easier to
build strong
children than to
repair broken
men.”**

– Frederick Douglass

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**“A teacher is
a compass
that activates
the magnets
of curiosity,
knowledge, and
wisdom in the
pupils.”**

– Ever Garrison



1. PROFESSIONAL DEVELOPMENT PROGRAM REQUIREMENTS

1.1 PURPOSE

The purpose of the North American Division (NAD) Professional Development Program (PDP) is to support and encourage professional growth in the ECE field. An educator's advancement in the field of ECE is a sign to families and stakeholders of their dedication and commitment to implement current knowledge of early childhood best practices and trends. The children in the classroom will benefit from a teacher who is continually learning and striving to become a better educator.

1.2 PROFESSIONAL DEVELOPMENT PROGRAM

1. The NAD Early Childhood Advisory has established a voluntary early childhood education Professional Development Program (PDP) for ECE educators.
2. The early childhood PDP is recognized only within the NAD.
3. PDP certificates are issued by your union office of education in collaboration with the local conference.
4. It is the responsibility of the individual ECE educator to:
 - a. Send the Letter of Request for acceptance into the program to your local conference office of education (new applicants only)
 - b. Find a professional growth advisor
 - c. Apply for the appropriate qualifying level of PDP
 - d. Maintain a professional portfolio that documents continued professional preparation and growth
5. Completion of the early childhood PDP **does not** qualify a candidate for Seventh-day Adventist (SDA) denominational PK – 12 educators' certification. [Seventh-day Adventist educators' certification is granted to individuals based on the achievement of established personal, academic, and professional qualifications to practice the profession of instructing children and youth in a Seventh-day Adventist school]. **PK-12 Educators' Certification Manual, page 6 | Section 1.1**

1.3 PROFESSIONAL GROWTH STANDARDS

1. New applicants are required to complete 30 clock hours during the first year (August 1 – July 31), and 24 clock hours for the following four years to achieve 126 clock hours in a five-year period.
2. 24 clock hours of professional growth activities are required annually with each five-year, 120 clock hours of PDP renewal.
3. Each activity should be documented as completed annually, between August 1 through July 31. Excess renewal credits can be applied toward the next level on the PDP Matrix. (See Tracking Renewal Credits form.)

4. Each activity, from at least two categories as outlined in section 1.5, must be consistent with the ECE professional goals and approved by a growth advisor.

1.4 PROFESSIONAL GROWTH ADVISOR

A professional growth advisor may be the applicant's immediate supervisor, local conference office of education ECE Liaison, superintendent, associate superintendent, or other qualified professional colleagues.

The applicant shall meet with a professional growth advisor to develop personal professional growth goals and to verify completion of the required 126 clock hours for new applicants, and 120 clock hours for renewal. The applicant must turn in a professional growth advisor letter verifying that the advisor has met one of the qualifications. (See Professional Growth Advisor Letter Template)

Advisor qualifications:

1. A Level 5 PDP Certificate with three years of teaching experience in an SDA Early Childhood program.
2. An elementary teaching endorsement with at least 12-semester units of child development or early childhood education coursework and at least 2 years of experience in an SDA Early Childhood program in the NAD.
3. A teacher with a professional teaching certificate with an emphasis in Early Childhood Education with at least two years of experience in an SDA Early Childhood Education program in the NAD.
4. At least three years of current experience as a director of an SDA Early Childhood program in the NAD.
5. Conference or union ECE administrators.

A professional growth advisor should know the contents of this manual, discuss these with the PDP certificate holder, and answer questions about them. The advisor should serve as a source of helpful information about the PDP certificate holder's options to attain the required hours of professional growth. A professional growth advisor should review the PDP certificate holder's documentation independently of any performance evaluation that is conducted to determine employment status.

The advisor needs to affirm in a signed letter acknowledging that the teacher has met the following requirements at the time of renewal: submission of application, portfolio, and proof of appropriate professional growth activities.

1.5 PROFESSIONAL DEVELOPMENT TRAINING/ACTIVITIES ACCEPTED

Approved professional growth activities are aligned with Seventh-day Adventist standards, the requirements of the Child Development Associate Credential (<http://www.cdacouncil.org/>) and the National Association for the Education of Young Children (<https://www.naeyc.org/>).

Professional growth activity hours can be earned by:

- 1. Taking College or University Courses/Academic Credits:** Courses must be relevant to professional growth goals or as required to move to the next PDP level. The ECE courses may be taken on campus or online from an accredited program. (Official transcript required)
All academic coursework must be completed from an accredited college/university and with passing grades. Grades below a C- are not acceptable.
 - a. Courses must be relevant to professional....
 - b. All academic coursework must... (see number 3 as an example)
- 2. Attending Online Professional Webinars:** Webinars must meet personal professional growth goals and be consistent with the Seventh-day Adventist's beliefs and values. (Certificate of completion/Professional Growth Activity Verification form required)
- 3. Professional Reading and Writing:**
 - a. Reading materials relevant to professional growth goals consistent with...
 - See ECE Professional Growth Book List
 - 1 clock hour per 50 pages, up to 30 clock hours
 - Professional Growth Reading Credit form required
 - b. Writing grant proposals or professional articles (1 clock hour per hour spent grant writing, up to 30 clock hours)
- 4. Attend relevant Conferences, Seminars, Workshops/In-services:** Professional Growth Activity Verification form required (1 clock hour per hour)
- 5. Complete CPR/First Aid Training/Youth Mental Health First Aid Training/Health Safety and Reporting:** Provide a copy of the certificate or card. (Hours assigned by the trainer)
- 6. Provide Professional Student Teacher Supervision in collaboration with colleges and universities:** Up to 2 clock hours per week
- 7. ECE Program or Conference-sponsored one-on-one Mentoring/Coaching Program:** Up to 20 clock hours total per year
- 8. Provide Service in a Leadership Role:**
 - a. Serve on ECE committees or boards outside of your current school or program (1 clock hour per hour)
 - b. Serve on an ECE evaluation visiting team (1 clock hour per hour)
 - c. Organize a program-wide enrichment event for families (.5 clock hour per half-hour)
 - d. Present at program-wide enrichment event for families (.5 clock hour per half-hour)
 - e. Organize and present staff training (1 clock hour per hour)
 - f. Present at an education conference, workshop, or seminar (up to 3 clock hours per event)
- 9. Participate in Innovative Endeavors:** The activity must relate to professional growth goals and have pre-approval from a professional growth advisor. It must exhibit originality and creativity. Some examples may be:
 - a. Develop and maintain an active ECE blog (each year teachers can add more)
 - b. Write and publish a children's book

Documentation is required upon completion of each activity – see Tracking Renewal Credit Form.

1.6 PORTFOLIO DEVELOPMENT

What is the Early Childhood Education Professional Portfolio?

The ECE professional portfolio is an organized binder or e-portfolio. Candidates must develop and maintain an ECE professional portfolio that provides evidence of knowledge, competency, and capacity for continual professional growth in early childhood education. The portfolio should also incorporate new understandings of technology, special education, trends and issues, brain development, diversity, multicultural education, etc. in the classroom. PDP Levels 1-7 require the applicant to develop a professional portfolio at the renewal of the current level or progression to a higher-level certificate.

Why Do I Need a Portfolio?

Think of your portfolio as documentation of your growth and development. Focus on giving an in-depth look at your professionalism. A portfolio is an excellent vehicle for tracking your development, assessing changes in your philosophy, and sharing your beliefs with others clearly. (Priest, C., 2010. *The Benefits of Developing a Portfolio*. Young Children – NAEYC).

To Whom Do I Submit My Portfolio?

Candidates that have completed the portfolio requirements should submit it for review to the professional growth advisor. This can be in hardcopy form or as an electronic e-portfolio (Google Sites can be used to create an e-portfolio). After review, the professional growth advisor signs and submits the verification form to the local conference ECE associate. They will sign and submit the form to the Union Office of ECE for issuance of a NAD Early Childhood Education Professional Development Program Certificate.

How Do I Organize a Portfolio?

1. Create a cover page including:
 - a. Name
 - b. Role
 - c. Contact information; address, phone number, and email address
 - d. Photos working in an ECE environment, if desired
2. Create a table of contents page.
3. Using the sections from the contents page, create individual title pages that identify each section in the portfolio.
4. Job Experience Section
 - a. Current resume/vitae
 - b. Letters of affirmations, recommendations, and references from stakeholders (optional)
 - c. Current job description
 - d. Summarized formal/informal performance evaluations from an administrator (optional)

5. Philosophy Statement

Some areas to consider as you prepare to write your philosophy statement are Personal views on ethical conduct in teaching practices, developmentally appropriate practice in early childhood education, Christian values for young children, ECE theory, the inclusion of children with special needs, diversity in the ECE classroom, behavioral guidance with young children, child assessment and evaluation, and family support and involvement in the ECE classroom.

6. Classroom/Administrative Experience Section (See Portfolio Development Checklist). This section shall include items that give meaningful evidence of growth in the candidate's professional experience; these items can include but are not limited to:

- a. Classroom Evidence: Lesson plans, children's work, photos/videos that provide evidence of specific goals being met (this can be easily added to an e-portfolio or saved to a flash drive), videos of teaching a particular lesson, daily classroom schedule, family communication, evidence of established church/community relationships and use of church/community resources, events, or activities, etc.
- b. Administrative Evidence: Staff meetings/team building activities, fundraisers, PTA, newsletters, evidence of established church/community relationships, and use of church/community resources, events, or activities, etc.

Each item should include the date and location of work and a written summary with a statement on relevance and the intended outcome of the activities.

7. Record of Professional Development Activities

- a. Current professional development plan
- b. Professional Growth Activities form of completed PDP activities
- c. Documented membership in an ECE professional organization
- d. Certificates of achievement
- e. Official transcripts

The outlined portfolio requirements were derived from the portfolio requirements of the Child Development Associate Credential (<http://www.cdacouncil.org>), the National Association for the Education of Young Children (<https://www.naeyc.org>), and the graduation requirements for:

1.7 GENERAL ELIGIBILITY REQUIREMENTS

Social and Moral Conduct

A PDP certificate will not be issued to any person who has been convicted of a criminal offense or who has exhibited unethical or immoral conduct that would put children and others at risk. (NAD Working Policy, Employment and Productivity, E 81 15)

Religion Requirements

- By Level 6, the applicant must have completed (12 semester hours/360 clock hours/36 CEUs)
- By Level 5, the applicant must have completed (9 semester hours/270 clock hours/27 CEUs)
- By Level 4, the applicant must have completed (6 semester hours/180 clock hours/18 CEUs)
- By Level 3, the applicant must have completed (3 semester hours/90 clock hours/9 CEUs)
- By level 2, the applicant must have completed (30 clock hours/3 CEUs)

Religion requirements can be met by one or a combination of the following:

- Completing the Religion requirements for an A.S. or B.S. degree from an Adventist institution
- Receiving a certificate of completion from an Adventist Bible study series such as Amazing Facts, It Is Written, Voice of Prophecy
- Completing a Bible study with the SDA church pastor, elder, or Bible worker
- Reading books from Group A of the ECE Professional Growth Book List
- Completing webinars from Adventist Learning Community (See the list of approved ALC courses in the appendix)

Refer to 2.2 for a complete listing of requirements (PDP Levels of Qualification)

1.8 INITIAL APPLICATION PROCESS


To apply for the PDP, the candidate submits the following documentation to their union registrar and ECE associate director:

1. Approved Letter of Request to the PDP from local conference
2. A completed PDP application Professional Development Program Certificate Application
3. Official transcripts from an accredited college/university, requested by the applicant and sent directly to their union registrar
4. A resume/vitae of qualifications and experience in ECE

1.9 RENEWAL PROCESS

At the time of renewal, the applicant will either apply for renewal at the same level of the PDP certificate or advancement to a higher level. (Refer to the PDP Matrix) In either instance, the following must be submitted to the professional growth advisor:

1. A completed application, marked for renewal at the same level or a higher level of qualification
2. Documentation of clock hours for professional development
3. Portfolio (electronic or hardcopy) (see 1.6)
4. Documentation of professional growth (see 1.3-1.5; PD in Appendix)
5. Documentation of Religion requirements (see 1.7)
6. Transcripts to verify education requirements, if applicable



“I can do all
things through
Christ which
strengthened me.”

Philippians 4:13

PROFESSIONAL DEVELOPMENT PROGRAM

LEVELS OF QUALIFICATION MATRIX

2.1 EXPLANATION

There are seven (7) levels within the Professional Development Matrix. Each level has requirements pertaining to education, experience, defined renewal expectations, alternative qualifications, and supervision authorizations. **To qualify for each level, the requirements from the previous level must be met.** It should be noted that participating in the NAD PDP does not replace or may not fulfill state requirements for ECE employee PD. It is the candidate's responsibility to meet individual state or providential requirements for professional development.

2.2 LEVELS OF QUALIFICATION

PROFESSIONAL ACHIEVEMENT RECOGNITION, LEVEL 1	
Educational Requirements	<ul style="list-style-type: none"> 6 semester/9 quarter units Early Childhood Education (ECE), Child Development (CD) or equivalent
Alternative Educational Qualifications	<ul style="list-style-type: none"> High school diploma or GED
Experience Requirements	<ul style="list-style-type: none"> None
Five-year Renewal Expectations	<ul style="list-style-type: none"> 120 clock hours PD or 6 semester/9 quarter units Portfolio development (see 1.6)
Supervision Authorizations	<ul style="list-style-type: none"> Level 1 candidate may be authorized to instruct children under the supervision of a Level 2 teacher/equivalent or above
PROFESSIONAL ACHIEVEMENT RECOGNITION, LEVEL 2 (Must meet all qualifications for Level 1)	
Educational Requirements	<ul style="list-style-type: none"> 12 semester/18 quarter units ECE/CD, including at least one of the following core courses – Health and Safety; Child Growth/Development; Child/Family/Community; Program/Curriculum Planning
Alternative Qualifications	<ul style="list-style-type: none"> Child Development Associate (CDA) Credential or equivalent to state/provincial qualifications. For more information visit http://www.cdacouncil.org/
Experience Requirements	<ul style="list-style-type: none"> 150 hours of teaching in an ECE classroom to be completed within a two-year period

Five-year Renewal Expectations	<ul style="list-style-type: none"> • 120 clock hours PD or 6 semester/9 quarter units • Portfolio development (see 1.6) • Professional growth (see 1.3-1.5; PD in Appendix) • Professional Development Religion requirements (see 1.7)
Supervision Authorizations	<ul style="list-style-type: none"> • Level 2 candidate may be authorized to open/close center • Level 2 candidate may be authorized to supervise Level 1 teachers
PROFESSIONAL ACHIEVEMENT RECOGNITION, LEVEL 3 (Must meet all qualifications for Level 2)	
Educational Requirements	<ul style="list-style-type: none"> • 24 semester/36 quarter credit hours ECE/CD, including core courses • 16 semester/24 quarter credit hours of general education (as suggested by your college/university academic advisor) • 3 semester hour/4.5 quarter credit hour/ 90 clock hours or 9 CEUs
Alternative Qualifications	<ul style="list-style-type: none"> • Associate degree or higher ECE/CD or related field • 3 semester/4.5 quarter units of supervised field experience in an ECE setting
Experience Requirements	<ul style="list-style-type: none"> • 525 hours of teaching in an ECE classroom to be completed within a four-year period
Five-year Renewal Expectations	<ul style="list-style-type: none"> • 120 clock hours PD or 6 semester/9 quarter unit/ • Portfolio development (see 1.6) • Professional growth (see 1.3-1.5; PD in Appendix) • Professional Development Religion requirements (see 1.7)
Supervision Authorizations	<ul style="list-style-type: none"> • Level 3 candidate may be authorized to open/close center • Level 3 candidate may be authorized to supervise Level 1-2 teachers
PROFESSIONAL ACHIEVEMENT RECOGNITION, LEVEL 4 (Must meet all qualifications for Level 3)	
Educational Requirements	<p>A total of 48 semester/72 quarter credit hours as follows:</p> <ul style="list-style-type: none"> • 24 semester/36 quarter credit hours ECE/CD, including core courses • 16 semester/24 quarter credit hours of general education (as suggested by your college/university academic advisor) • 6 semester/9 quarter credit hours specialization units (<i>Infant/Toddler, School Age Emphasis, Special Education, Administration</i>) • 2 semester/3 quarter credit hours adult supervision • 6 semester hour/9 quarter credit hour/ 180 clock hours or 18 CEUs

Alternative Qualifications	<ul style="list-style-type: none"> • Bachelor’s degree or higher with 12 semester/18 quarter credit hours ECE/CD • 3 semester/4.5 quarter units of supervised field experience (<i>student teaching, administrative and supervision lab/experience</i>) in ECE setting
Experience Requirements	<ul style="list-style-type: none"> • 1,050 hours of teaching in an ECE classroom to be completed within a four-year period
Five-year Renewal Expectations	<ul style="list-style-type: none"> • 120 clock hours PD • Portfolio development (see 1.6) • Professional growth (see 1.3-1.5; PD in Appendix) • Professional Development Religion requirements (see 1.7)
Supervision Authorizations	<ul style="list-style-type: none"> • Level 4 candidate may be authorized to open/close center • Level 4 may be authorized to supervise Level 1-3 teachers • Serve as coordinator of curriculum and staff development
PROFESSIONAL ACHIEVEMENT RECOGNITION, LEVEL 5 (Must meet all qualifications for Level 4)	
Educational Requirements	<p>A total of 68 semester/102 quarter credit hours as follows:</p> <ul style="list-style-type: none"> • Associate degree (or 60 semester/90 quarter credit hours) with 24 ECE/CD units, including core courses • 6 semester/9 quarter credit hours of administration courses • 2 semester/3 quarter credit hours of adult supervision courses • 9 semester hour/12 quarter credit hour/ 270 clock hours or CEUs
Alternative Qualifications	<ul style="list-style-type: none"> • Bachelor’s degree or higher with 12 semester/18 quarter credit hours ECE/CD • 3 semester/4.5 quarter credit hours in administration or 90 clock hours supervised administrative field experience in an ECE setting
Experience Requirements	<ul style="list-style-type: none"> • 1,050 hours of teaching in an ECE classroom to be completed within a four-year period • Documented leadership or supervisory experience
Five-year Renewal Expectations	<ul style="list-style-type: none"> • 120 clock hours PD • Portfolio development (see 1.6) • Professional growth (see 1.3-1.5; PD in Appendix) • Professional Development Religion requirements (see 1.7)

<p>Supervision Authorizations</p>	<p>Level 5 candidate:</p> <ul style="list-style-type: none"> • May be authorized to open/close center • Can mentor and supervise Level 1-4 teachers • Supervise single site program • Serve as coordinator for curriculum and staff development • Assign personnel responsibilities
<p>PROFESSIONAL ACHIEVEMENT RECOGNITION, LEVEL 6 (Must meet all qualifications for Level 5)</p>	
<p>Educational Requirements</p>	<ul style="list-style-type: none"> • Bachelor’s degree with 24 semester/36 quarter credit hours ECE/CD, including core courses • 6 semester/9 quarter credit hours of administration • 12 semester/18 quarter credit hours of Religion classes from a Seventh-day Adventist College/University or 36 CEUs (see 1.7) • 2 semester/3 quarter credit hours of adult supervision
<p>Alternative Qualifications</p>	<ul style="list-style-type: none"> • Master’s degree or higher in ECE/CD • 3 semester/4.5 quarter credit hours in administration or 90 clock hours supervised administrative field experience in ECE setting
<p>Experience Requirements</p>	<ul style="list-style-type: none"> • Level 5 experience for a minimum of 1 year
<p>Five-year Renewal Expectations</p>	<ul style="list-style-type: none"> • 120 clock hours PD • Portfolio development (see 1.6) • Professional growth (see 1.3-1.5; PD in Appendix)
<p>Supervision Authorizations</p>	<p>Level 6 candidate:</p> <ul style="list-style-type: none"> • May be authorized to open/close center • Can mentor and supervise Level 1-5 teachers • Supervise single site program • Serve as coordinator for curriculum and staff development • Assign personnel responsibilities • Provide oversight for at least one other program • Serve as local conference office of education ECE liaison

PROFESSIONAL ACHIEVEMENT RECOGNITION, LEVEL 7 (Must meet all qualifications for Level 6)	
Educational Requirements	<ul style="list-style-type: none"> • Master's degree with 24 semester/36 quarter credit hours ECE/CD, including core courses and maximum religion requirements (see 1.7)
Alternative Qualifications	<ul style="list-style-type: none"> • Doctorate degree in ECE/CD • 3 semester/4.5 quarter credit hours in administration or 90 clock hours supervised administrative field experience in an ECE setting
Experience Requirements	<ul style="list-style-type: none"> • Level 6 experience for a minimum of 1 year
Five-year Renewal Expectations	<ul style="list-style-type: none"> • 120 clock hours PD • Portfolio development (see 1.6) • Professional growth (see 1.3-1.5; PD in Appendix)
Supervision Authorizations	<p>Level 7 candidate:</p> <ul style="list-style-type: none"> • May be authorized to open/close center • Can mentor and supervise Level 1-6 teachers • Supervise multiple site programs • Serve as coordinator for curriculum and staff development • Assign personnel responsibilities • Serve as local conference office of education ECE liaison • Serve as union coordinator for ECE

3. PROFESSIONAL DEVELOPMENT PROGRAM CERTIFICATE

3.1 APPLICATION REVIEW

The union office of education certification registrar will review the application, other documentation, and Professional Growth Activities form to determine the appropriate level of certificate to be issued.

3.2 DATE OF ISSUANCE AND EXPIRATION

The PDP certificate is effective for five consecutive years beginning with the date on which the request, with official documents, is approved by the union office of education certification registrar. The certificate expires on July 31 of the final year for which it is issued.

At the time of renewal, excess renewal credits can be applied toward the next level on the Professional Development Matrix. However, for applicant eligibility, all qualification requirements for each level must be met. Refer to the [Tracking Renewal Credits form](#).

3.3 LEGAL NAME

The North American Division Early Childhood Education Professional Development Program Certificate is an official document. Applicants must use their full legal name on all forms.

3.4 PERMANENT RECORDS


NAD Professional Growth Activities form, and official transcripts submitted to the Union registrar for the purpose of obtaining a PDP Certificate become part of the applicant's file at the Union. The applicant's file will remain at the Union until a request is made for transfer to another Union.

3.5 REINSTATEMENT OF EXPIRED, SUSPENDED AND/OR REVOKED PDP

Any PDP certificate issued in accordance with this manual may be suspended or revoked for any reason that is cause for not granting the certificate, and/or for any other reason as provided in the union policy/code. To request an expired, PDP certificate is reinstated, the applicant's advisor should submit a cover letter addressing any reason(s) pertaining to the PDP certificate reinstatement.

Then upon approval the applicant should:

1. Complete the application process
2. Meet the general eligibility requirements
3. Complete any additional requirements for the reinstatement
4. Submit all required documents and portfolio to the ECE Superintendent/Associate of the local conference



Do not wait;
the time will never
be 'just right.' **Start**
where you stand,
and work with
whatever tools
you may have at your
command, and better
tools will be found
as you go along.

—George Herbert

APPENDIX





LETTER OF REQUEST

Send this Letter of Request for acceptance into the program to your local conference office of education (new applicants only).

Application Date _____

Dear _____,

My name is _____ and I am writing to request participation in the NAD Early Childhood Education Professional Development Program. I am currently employed at _____ Seventh-day Adventist Early Childhood Program located at _____ and currently working in the position of _____.

I certify that I intend to teach within the framework of the Seventh-day Adventist Church and would appreciate the opportunity to exhibit my professional development through the NAD PDP.

Signature of Applicant

Signature of ECP Director

For office use only:	
<input type="checkbox"/> Approved	<input type="checkbox"/> Not approved
_____ Signature of Conference Superintendent/Associate for ECE	_____ Date

***Please return signed form to the applicant**



APPLICATION FOR PROFESSIONAL DEVELOPMENT PROGRAM CERTIFICATE

Submit this application to your union registrar with the following documents:

- Local conference acceptance to the PDP letter (new applicants only)
- Official transcripts
- Resume/Vitae
- NAD Professional Growth Activities (For renewal/advancement to next level)

Legal Name: _____

E-mail: _____ Telephone #: _____

Address: _____

City: _____ State: _____ Zip Code: _____

I am applying for the following certificate: (See PDP Levels of Qualification Matrix for level requirements)

Initial Application Renewal Level 1 2 3 4 5 6 7

ECE program currently working at _____

Current Position: _____

My signature on this application will certify that it is my intention to subscribe to and teach within the framework of the Seventh-day Adventist Church as outlined in the North American Division and Union Policy/Code.

Signature: _____ Date: _____



PROFESSIONAL DEVELOPMENT PROGRAM/ACTIVITY VERIFICATION

FOR THE RENEWAL OF A PROFESSIONAL DEVELOPMENT PROGRAM CERTIFICATE

Approved Professional Development Training/Activity:
Description:

How will this be implemented in the classroom or general program?

Date of Activity: _____ Hours of Activity: _____

Activity Leader/Presenter or Professional Growth Advisor:

_____	_____	_____
Name (print or type)	Signature	Date

PDP Certificate Holder:

_____	_____	_____
Name (print or type)	Signature	Date



PROFESSIONAL DEVELOPMENT TRAINING/ACTIVITIES

PDP GROWTH ACTIVITY HOURS

First Year (30 clock hours)
 Year 2 3 4 5 (24 clock hours each)

TRAINING/ACTIVITY	CLOCK HOURS
1. Taking College or University Courses (see conversion chart)	
2. Attending Online Professional Webinars	
3. Professional Reading and Writing	
4. Attend relevant Conferences/Seminars/Workshops/In-services	
5. Complete CPR/First Aid Training/Mental Health First Aid Training/ Health Safety and Reporting	
6. Provide Professional Student Teacher Supervision	
7. ECE Program or Conference-sponsored one-on-one Mentoring/ Coaching Program	
8. Provide Service in a Leadership Role	
9. Participate in Innovative Endeavors	
TOTAL CLOCK HOURS	

Activity Leader/Presenter or Professional Growth Advisor:

Name (print or type)
Signature
Date

PDP Certificate Holder:

Name (print or type)
Signature
Date



PROFESSIONAL GROWTH ADVISOR LETTER TEMPLATE

To Whom It May Concern,

I verify that _____ has met with me to plan professional development growth in the ECE field and has met the requirements for the PDP certificate for level _____.

I verify that I, _____, meet the Professional Growth

Advisor qualification in this area: (check one)

- A Level 5 PDP Certificate with three years of teaching experience in an SDA early childhood program in the NAD.
- An Elementary Teaching Credential with at least 12 semester units of Child Development or Early Childhood Education coursework and at least 2 years of experience in an SDA Early Childhood Education program in the NAD.
- A teacher with a professional teaching certificate with an emphasis in Early Childhood Education with at least two years of experience in an SDA Early Childhood Education program in the NAD.
- At least five years of current experience as a director of an SDA Early Childhood program in the NAD.
- Conference and Union ECE administrator with understanding of ECE, through taking ECE classes/experience in ECE programs.

Sincerely,

Professional Growth Advisor Signature



PROFESSIONAL GROWTH ACTIVITIES TRACKING RENEWAL CREDITS

NAME: _____

ECE PROGRAM: _____

PROFESSIONAL GROWTH ADVISOR: _____

PROFESSIONAL GROWTH ACTIVITIES – SEE SECTION 1.5 (WITH DOCUMENTATION)	DATE OF ACTIVITIES	HOURS COMPLETED
TOTAL HOURS COMPLETED		

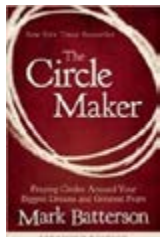
Signature Of Certificate Holder

Signature Of Professional Growth Advisor

Signature Of Conference Superintendent/Associate

ECE PROFESSIONAL GROWTH BOOK LIST

The North American Division Office of Education has put together a list of Professional Growth Books to go along with the requirements for the Early Childhood Education Professional Development Program Certificate. Some of these books are written by non-Adventist authors and, therefore, may not fully reflect Seventh-day Adventist philosophy. However, we believe there is value in these books and have been selected to inspire, bring insight, and challenge your thinking. The CEUs for professional reading materials that are relevant to ECE/CD are 1 clock hour up to 30 clock hours. It is recommended at least two books should be read from Group A, and at least 2 additional books from Group B or C. One book of your choice, which could be classified under any of these headings, may be substituted for a book on this list. **A statement of completion must be written on the provided form and submitted to your union’s Early Childhood Education Office.**



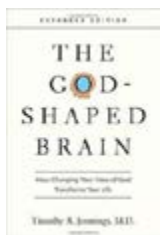
GROUP A – DEVOTIONAL, SPIRITUAL GROWTH AND SDA CHURCH HISTORY

The Circle Maker: Praying Circles Around Your Biggest Dreams and Greatest Fears, by Mike Batterson, Zondervan, 2011, 219 pages.

According to Pastor Mark Batterson, “Drawing prayer circles around our dreams isn’t just a mechanism whereby we accomplish great things for God. It’s a mechanism whereby God accomplishes great things in us.” Do you ever sense that there’s far more to prayer than what you’re experiencing? It’s time you learned

from the legend of Honi the Circle Maker--a man bold enough to draw a circle in the sand and not budge from inside it until God answered his impossible prayer for his people.

What impossibly big dream is God calling you to draw a prayer circle around? Sharing inspiring stories from his own experiences as a circle maker, Mark Batterson will help you uncover your heart’s deepest desires and God-given dreams and unleash them through the kind of audacious prayer that God delights to answer.



The God-Shaped Brain: How Changing Your View of God Transforms Your Life, by Timothy R. Jennings, Inter Varsity Press, 2017, 281 pages.

What you believe about God changes your brain. Brain research in neuroscience has found that our thoughts and beliefs affect our physical, mental, and spiritual health. Mind and body are interrelated, and we are designed for healthy relationships of love and trust. When we understand God as good and loving, we flourish.

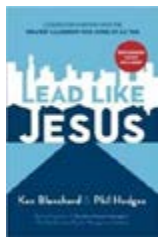
Unfortunately, many of us have distorted images of God and mostly think of him in fearful, punitive ways. This leads us into unhealthy patterns of self-defeating behaviors and toxic relationships. But our lives can change when God renews our minds with a truer picture of him. Psychiatrist Tim Jennings unveils how our brains and bodies thrive when we have a healthy understanding of who God is. He dispels common misconceptions about God and shows how different God concepts affect the brain differently. Our brains can adapt, change, and rewire with redeemed thinking that frees us from unnecessary pain and suffering. Discover how neuroscience and Scripture come together to bring healing and transformation to our lives. This expanded edi-

tion now includes a study guide for individual reflection or group discussion, with questions for learning from Scripture, science and nature, and experience.



If: Trading Your If Only Regrets for God's What If Possibilities, by Mark Batterson, Baker Books, 2015, 293 pages.

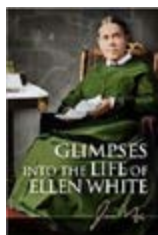
By walking with us in the book of Romans, chapter 8, the author brings to light the impact that hanging on to regrets has in our lives. He reminds us through scripture and experience of God's love for us, and how we have the opportunity to swap all of our regrets for possibilities and hope!



Lead Like Jesus, by Ken Blanchard and Phil Hodges, Thomas Nelson Publishing, 2008, 272 pages.

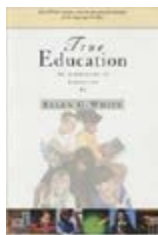
With simple yet profound principles from the life of Jesus and dozens of stories and leadership examples from his life experiences, veteran author, speaker and leadership expert Ken Blanchard guides readers through the process of discovering how to lead like Jesus. He describes it as the process of aligning two internal domains-the heart and the head-and two external domains-the hands and the

habits. These four dimensions of leadership form the outline for this very practical and transformational book.



Glimpses into the Life of Ellen White, by Jim Nix, 2016, Review and Herald Publishing Association, 95 pages.

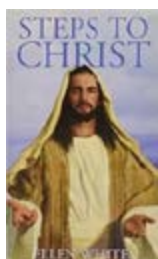
Delve into the life of Ellen White by reading this collection of personal encounter stories told by various individuals who had direct contact and/or interactions with her. It is the author's objective to portray Ellen White as a "real" person who dedicated her life to the work of spreading the Gospel of Jesus Christ.



True Education: Adaptation of Education by Ellen G. White, by Ellen Gould Harmon White, 2000, Pacific Press, 192 pages.

Almost one hundred years ago, Ellen White presented the challenging idea that the goal of all learning is to understand more about our Creator-Redeemer, and to reflect that understanding in our personal lives. In the century that has passed since *Education* first appeared, the principles of true education have not changed. But the words we use and the way we express our thoughts have changed significantly.

So, for the benefit of today's generation, the Ellen G. White Estate has produced ***True Education***, an adaptation of *Education*. Here is a fresh look at the principles and insights to guide not only parents, teachers, and young people who are involved in formal education, but all of us who continue our education in the great school of life.



Steps to Christ, by Ellen White, Pacific Press, 2000, 126 pages.

The title of this book tells its mission. It points to Jesus as the only one who is able to meet the needs of the soul and directs the feet of the doubting and the halting to "the pathway of peace." It leads the seeker after righteousness and wholeness of character, step by step, along the way of the Christian life, to that fullness of blessing which is found in the complete surrender of self and an unwavering trust in the saving grace and the keeping power of the Friend of sinners. The instruction

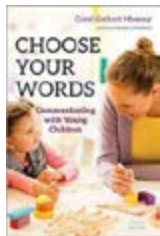
found in these pages has brought comfort and hope to many a troubled soul and has enabled many followers of the Master to walk more confidently and more joyfully in the steps of their divine Leader. It is hoped that it may bear the same message to many more who are needing the same help.

GROUP B – TEACHING AND LEARNING



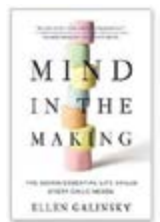
Lisa Murphy on Play: The Foundation of Children's Learning, by Lisa Murphy, Red Leaf Press, 2016, 195 pages.

Discover why playing is school readiness with this updated guide. Timely research and new stories highlight how play is vital to the social, physical, cognitive, and spiritual development of children. Learn the seven meaningful experiences we should provide children with every day and why they are so important.



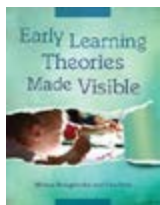
Choose Your Words: Communicating with Young Children, by Carol Garhart Mooney, Red Leaf Press, 2018, 136 pages.

Teachers support cognitive development through meaningful classroom conversations. This updated edition examines adult communication and its influence on children's behavior and learning. Transform the language you use in the classroom to support language learning, connect words to actions, and develop clear communication practices.



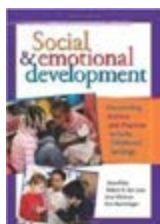
Mind in the Making: The Seven Essential Life Skills Every Child Needs, by Ellen Galinsky, Harper Studio, 2010, 400 pages.

These seven skills help children reach their full potential and unleash their passion for learning. Use these every day, playful interactions to start building executive function in children's minds. Full of relatable narratives, hints and tips, and over a hundred activities to involve kids in the pursuit of learning.



Early Learning Theories Made Visible, by Miriam Beloglovsky, Lisa Daly, Redleaf Press, 2015, 220 pages.

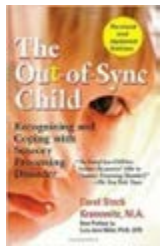
Go beyond reading about early learning theories and see what they look like in action in modern programs and teacher practices. With classroom vignettes and colorful photographs, this book makes the works of Jean Piaget, Erik Erikson, Lev Vygotsky, Abraham Maslow, John Dewey, Howard Gardner, and Louise Derman-Sparks visible, accessible, and easier to understand. Each theory is defined—through engaging stories and rich visuals—in relation to cognitive, social-emotional, and physical developmental domains. Use this book to build a stronger comprehension of the foundations of early learning theories and become more reflective and intentional in your work with young children.



Social & Emotional Development: Connecting Science and Practice in Early Childhood Settings, by Dave Riley, Robert San Juan, Joan Klinkner, Ann Ramminger, Redleaf Press, 2007, 144 pages.

This practical and accessible book explains the research behind many common, wise early childhood practices, as well as the shortcomings of others. Helping children form a strong attachment with an adult and foster a feeling of security. The importance of peer relationships and how to help children learn to take turns,

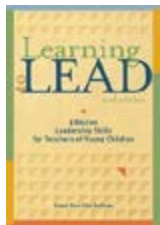
develop empathy, and not act selfishly. Three forms of self-regulation: controlling impulsive behavior, developing problem-solving ability, and learning to regulate emotions.



The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder, by Carol Kranowitz, TarcherPerigee, 2006, 384 pages.

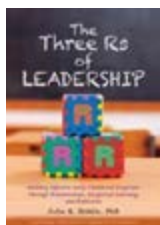
Sensory Processing Disorder--a common but frequently misdiagnosed problem in which the central nervous system misinterprets messages from the senses. The Out-of-Sync Child offers comprehensive, clear information for parents and professionals--and a drug-free treatment approach for children. This revised edition includes new sections on vision and hearing, picky eaters, and coexisting disorders such as autism and ADHD, among other topics.

GROUP C – LEADERSHIP AND ADMINISTRATION



Learning to Lead, 2nd Edition: Effective Leadership Skills for Teachers of Young Children, by Debra Ren-Etta Sullivan EdD, Redleaf Press, 2010, 160 pages.

Everyone who works with children is a teacher and a leader. This second edition of *Learning to Lead*, for early childhood professionals in all roles at all levels, prompts self-evaluation and personal leadership development. Learn what leadership is, how it impacts all areas of early childcare and education, and how to facilitate it in others.



The Three Rs of Leadership, by Julie K. Biddle, HighScope Press, 2012, 112 pages.

Looking at leadership within the field of early childhood education as a broad concept that is separated from specific individuals, roles, and responsibilities. From this perspective, leadership is a quality within the organization. Challenging the typical management-orientated view of leadership, which is tied to the idea of a single leaders with decisions made at the tip and passed down to subordinates, Br. Biddle proposes a model of shared responsibility among school stakeholders that is embedded in the school community as a whole. The three interconnected areas of leadership that are critical to organizational success are relationships, reciprocal learning and reflection.



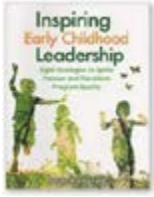
Five Elements of Collective Leadership for Early Childhood Professionals, by Cassandra O'Neill, Monica Brinkerhoff, Redleaf Press, 2018, 160 pages.

Collective leadership is a new system of leadership based on shared decision-making, transparency, and involving the people affected by change in the process. It's a model in which everyone at times can lead, and at other times follow. Current research shows that a collective approach to leadership is advantageous to organizations, and this book shows how it can be implemented specifically in the field of early childhood education.



The Ideal Team Player: How to Recognize and Cultivate the Three Essential Virtues, by Patrick M. Lencioni, Jossey-Bass, 2016, 240 pages.

Lencioni presents a practical framework and actionable tools for identifying, hiring, and developing ideal team players. Whether you're a leader trying to create a culture around teamwork, a staffing professional looking to hire real team players, or a team player wanting to improve yourself, this book will prove to be as useful as it is compelling.



Inspiring Early Childhood Leadership: Eight Strategies to Ignite Passion and Transform Program Quality, by Susan MacDonald, Gryphon House, 2016, 144 pages.

A positive, strengths-based leadership system is the key to transforming the quality of early childhood programs. Inspiring Early Childhood Leadership lays out strategies designed to support program leaders in finding new ways to reduce the levels of stress on themselves and their staff, and move into a unified, engaging system

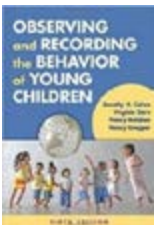
for leading with passion, intention, and purpose.



The Welcoming Classroom: Building Strong Home-to-School Connections for Early Learning, by Johnna Darragh Ernst, Gryphon House, 2014, 143 pages.

The children in today's early childhood classroom are more culturally, linguistically, and ability diverse than ever. As a teacher, your challenge is to partner with each family through recognizing their individual strengths, concerns, priorities, and resources. Learn practical ways to connect with families from varied cultural

and language backgrounds and abilities. Gain new strategies for creating a home-school link to support learning. Create a richer learning environment by integrating unique family cultural perspectives. Learn ways to encourage family participation in decision-making. Learn strategies to develop families as resources. Communicate the message that all families are valued members of the learning community.



Observing and Recording the Behavior of Young Children, 6th Edition, by Dorothy H. Cohen, Virginia Stern, Nancy Balaban, Nancy Gropper, Teachers College Press, 2015, 240 pages.

In the Sixth Edition of their classic text, the authors reiterate the critical importance of observing and recording the behavior of young children, especially in the current atmosphere of accountability and testing. In addition, because children with special needs are now widely included in a majority of early childhood classrooms, they

have completely rewritten a chapter to focus more broadly on observing behaviors that may be viewed as disquieting. Designed to help teachers better understand children's behavior, the book outlines methods for recordkeeping that provide a realistic picture of each child's interactions and experiences in the classroom. Numerous examples of teachers' observations of children from birth to age 8 enrich this work and make it accessible, practical, and enjoyable to read.

ORDERING BOOKS

All books can be ordered from Amazon or directly from the publisher.

Redleaf Press – <https://www.redleafpress.org/>

Pacific Press Publishing Association – <http://adventistbookcenter.com/> or <http://pacificpress.com/>

NAEYC – <https://www.naeyc.org/resources/pubs/books>

Gryphon House Publishing – <https://www.gryphonhouse.com/>

Exchange Press – <https://www.childcareexchange.com/>

OTHER RESOURCES

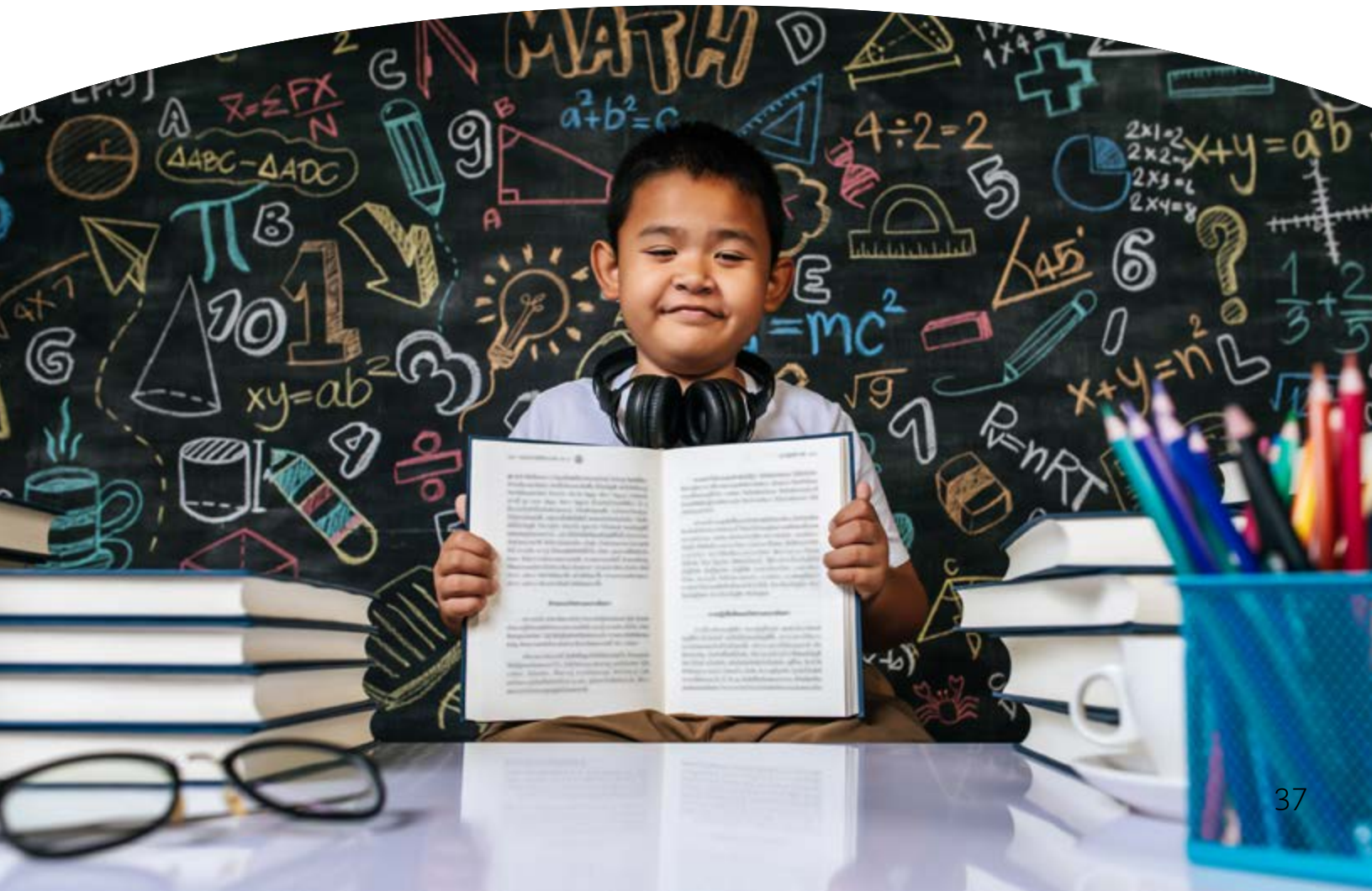
Child Care Exchange Magazine – <https://www.childcareexchange.com/catalog/magazine/> (0.1 CEUs/50pgs)

Young Children – NAEYC – <https://www.naeyc.org/resources/pubs/yc> (0.1 CEUs/50pgs)

Early Childhood Investigations – <https://www.earlychildhoodwebinars.com/>

Adventist Learning Community – https://www.adventistlearningcommunity.com/search_results/courses

Grant Writing (website)





EARLY CHILDHOOD EDUCATION PROFESSIONAL GROWTH READING CREDIT

To receive credit for professional growth reading from the ECEC Professional Growth Book List, please complete this form and return it with your Application for Certification to the Pacific Union Conference office of Education Early Childhood Education and Care Division.

Applicant's Full Legal Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Early Childhood Program: _____

Book reading requirements:

1. Read two books from Group A and a least two books from Groups B or C. (0.1 CEU per 50 pages).
2. Write a 250-word summary for each book on how it has or will help you personally or in the classroom.

List the books that you have read this year from the ECEC Professional Growth Book List:

1. _____

2. _____

3. _____

Attach your summary for each book to this form or save all summaries with this form to the same file.

Thank you.



COURSES AVAILABLE FROM ADVENTIST LEARNING COMMUNITY

FOR RE-CERTIFICATION (CEU HOURS ONLY)

Religion Course	CEU
Adventist Church History – Tell the World	1
Bible Doctrines	1
Origins 101	1
Philosophy of Seventh-day Adventists	2
Spirit of Prophecy	.5
Administrators/Leadership Course	CEU
Adventist K-12 Board Membership Training (By the end of this course, you will be able to apply board-member principles and policies to board meetings and school board activities).	.1
Adventist K-12 Board Leadership	.1
Adventist K-12 Board Legal and Financial Issues	.1
Health Principles – Light for Living (This course, designed for teachers, is a study of the theoretical and scientific basis of health and wellness education with an emphasis on the Seventh-day Adventist health message as identified in the Bible and Spirit of Prophecy with applications in the classroom and beyond).	1

HOURS, CEUs, CLOCK HOURS CONVERSION CHART

Semester	Quarter	CEUs	Clock Hours
1/3	.5	1	10.0
2/3	1.0	2	20.0
1	1.5	3	30.0
1 1/3	2.0	4	40.0
1 2/3	2.5	5	50.0
2	3.0	6	60.0
2 1/3	3.5	7	70.0
2 2/3	4.0	8	80.0
3	4.5	9	90.0
3 1/3	5.0	10	100.0
3 2/3	5.5	11	110.0
4	6.0	12	120.0
4 1/3	6.5	13	130.0
4 2/3	7.0	14	140.0
5	7.5	15	150.0
5 1/3	8.0	16	160.0
5 2/3	8.5	17	170.0
6	9.0	18	180.0

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ADVENTIST EDUCATION
Journey to Excellence 2.0

Office of Education
9705 Patuxent Woods Drive
Columbia, MD 21046

