

Professional Achievement Recognition



*Pacific Union Conference Office of Education
Early Childhood Education*



***Whatever** you do, work at it
with **ALL your HEART**, as
working for the Lord, not for
human masters, since you know
that you will receive an inheritance
from the Lord as a reward. **It is the
Lord Christ you are serving.***

-Colossians 3:23-25 (NIV)

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"THE MOST VALUABLE
RESOURCE THAT ALL
TEACHERS HAVE IS
EACH OTHER. WITHOUT
COLLABORATION OUR
GROWTH IS LIMITED TO
OUR OWN
PERSPECTIVES."

ROBERT JOHN MEEHAN

PREFACE

The Pacific Union Conference Office of Education, Early Childhood Education (ECE) Division knows that your choice of profession is a sign of dedication and passion for the early learning experiences of young children. As part of the Seventh-day Adventist Church, our ECE programs are committed to sharing the message of God's word, the Bible, God's everlasting love, and the promise of his return. Ellen White, in *True Education*, reminds us, "Teachers do high and noble work by cooperating with the divine purpose in imparting to young people knowledge of God, and molding the character in harmony with his."

The Pacific Union Conference recognizes the importance of professional development for ECE educators and supports and encourages you to obtain a Professional Achievement Recognition (PAR) certificate. An ECE educator's growth in the field of early childhood education is a sign to families, employers, and educators of the dedication and commitment you have 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 and striving to be an ECE professional.

Your professional growth will be guided by goals and priorities that relate to improved skills, performance, and effectiveness of children's learning through your planning and instruction.

To ensure your success in obtaining your professional development goals, we encourage you to consult with an ECE professional growth advisor regarding your goals, priorities, and plans to obtain or maintain your PAR certificate.

This manual provides you with the procedures for acquiring and maintaining the PUC ECE Professional Achievement Recognition certificate. If you should need additional information or clarification, please contact the Pacific Union Conference Office of Education, Early Childhood Education Division.

Thank you for your commitment to continual growth in the ECE field and maintaining your certification 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,

*Pacific Union Conference
Office of Education
Early Childhood Education*

*"Remember that you will never reach a higher standard than you yourself set. Then **set your mark HIGH**, and step by step, even though it be by painful effort, by self-denial and sacrifice, **ASCEND** the whole length of the **ladder of progress**."*

-Ellen G. White

PROFESSIONAL ACHIEVEMENT RECOGNITION REQUIREMENTS

1.1 Purpose

The ECE field is continually growing in the awareness and understanding of children's development and learning. For the early childhood educator to stay current with ECE best practices and knowledge, it is important that you are continually learning and growing in the ECE field. Professional development learning experiences are designed to improve the knowledge, skills, and values of the early childhood educator. Through obtaining and maintaining the Professional Achievement Recognition Certificate, you will be able to achieve your goals of professional development.

The purpose of Professional Achievement Recognition is to certify and acknowledge the efforts and attainments of the early childhood educator who is continually learning and growing within their area of expertise. The intent of the Professional Achievement Recognition process is to support and encourage your professionalism in the ECE field.

1.2 Professional Achievement Recognition Provisions

1. The PUC ECE Professional Achievement Recognition committee establishes early childhood education certification requirements for ECE personnel.
2. The PAR is recognized only within the PUC system of ECE facilities.
3. All PAR certificates are issued by the PUC ECE Division.
4. It is the responsibility of the individual ECE educator to apply for the appropriate qualifying level of PAR and to find a professional growth advisor. The ECE educator must also maintain a professional portfolio that documents their continued professional preparation and growth.
5. The ECE Division PAR **does not** provide or prepare an individual for a Seventh-day Adventist teaching certificate within the K-12 system.

1.3 Professional Growth Standards

1. Each activity should begin after the issuance date of the five-year PAR. However, if the applicant has excess renewal credits at the time of renewal, those credits can be applied toward the next level on the PAR Matrix. (See [Tracking Renewal Credits form](#).)
2. Professional growth is required each time the PAR is renewed.
3. Each activity must be of high quality and consistent with your professional growth goals.
4. Each activity must be included in the categories of professional growth activities described in section 1.5 Professional Growth Activities Accepted.
5. You must include activities from at least two categories described in section 1.5.

1.4 Professional Growth Advisor

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

The applicant shall meet with a professional growth advisor to develop professional growth goals and to verify completion of the required 105 clock hours of professional growth.

Advisor qualifications:

1. A Level 5 Professional Achievement Recognition Certificate with three years of teaching experience in an SDA early childhood program.
2. An Elementary Teaching Credential with: at least 12 semester units of child development or early childhood education course work and at least 2 years of experience in an SDA early childhood education program in the Pacific Union Conference.
3. A Multiple Subject Teaching Credential with an emphasis in Early Childhood Education with at least two years of experience in an SDA early childhood education program in the Pacific Union Conference.
4. A master's degree or above in early childhood education or child development and at least 2 years of experience in an SDA early childhood education program in the Pacific Union Conference.
5. At least five years of current experience as a director of an SDA early childhood program in the Pacific Union Conference.

A professional growth advisor should know the contents of this manual, discuss these with the PAR holder, and answer questions about them. The advisor should serve as a source of helpful information about the PAR holder's options to attaining the 105 hours of professional growth.

A professional growth advisor should review the PAR holder's documentation independently of any evaluation of the PAR holder's performance that is conducted to determine the PAR holder's employment status.

When the PAR holder submits a renewal application, they should also submit their portfolio. They must also turn in a signed letter from their advisor acknowledging that the professional growth activities meet the requirements accepted and state which Professional Growth Advisor qualification they meet. (See [Professional Growth Advisor Letter Template](#))

1.5 Professional Growth Activities Accepted

Approved professional growth activities were drawn from 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 credit/hours can be earned by participation in professional activities:

1. **Taking College or University Courses.** The courses taken must be relevant to ECE/CD or as required to move to the next PAR level or to complete an ECE/CD degree. The ECE courses can be taken on campus or on-line from an accredited program.
2. **Attending On-line Webinars.** The online webinars must pertain to ECE/CD topics and Seventh-day Adventist beliefs/values and be a minimum of 1 hour in length. (0.15 CEU/1hr)
3. **Improving Knowledge and Skills**
 - a. Reading professional materials relevant to ECE/CD topics and Seventh-day Adventist beliefs/values (see [ECE Professional Growth Book List](#)) (0.1 CEU per 50 pages)
 - b. Writing grant proposals or professional articles (1.0 CEU/article)

- c. Making efforts to advance in the understanding of technology, special education, trends and issues, brain development, diversity and multicultural education, etc.
- 4. **Attending Conferences, Seminars, Workshops and In-services** (1.0 CEU/hour)
- 5. **Completing CPR/First Aid Training.** Provide a copy of the certificate or card. (Hours assigned by trainer)
- 6. **Providing Student Teacher Supervision** (0.2 CEU/week)
- 7. **Mentoring in an ECE Program/Conference-sponsored Mentoring Program** (2.0 CEUs total/year)
- 8. **Providing Service in a Leadership Role**
 - a. Serving on ECE committees or boards (0.1 CEU/hour)
 - b. Serving on an ECE evaluation visiting team (0.5 CEU/day)
 - c. Organizing a parent meeting (0.1 CEU/hour)
 - d. Organizing a staff training (0.1 CEU/hour)
 - e. Presenting at an education conference, workshop, or seminar (0.3 CEU/hour)
- 9. **Participating in Innovative Endeavors.** The activity must relate to ECE/CD. It must exhibit originality and creativity. Some examples may be: (PUC ECE assigned)
 - a. Developing an ECE blog
 - b. Writing and publishing a children's book

When a certificate is not provided for professional development, use the [Professional Growth Activity Verification form](#).

1.6 Portfolio Development

What is the Early Childhood Education Professional Portfolio?

The ECE professional portfolio is documentation of the growth in your knowledge and skills. The portfolio is to be organized in a binder and/or in an e-portfolio. See the [Portfolio Development Checklist](#) so you are aware of what documentation needs to be in your portfolio.

Why Do I Need a Portfolio?

Applicants must develop and maintain an ECE professional portfolio which demonstrates their knowledge, competency and capacity for continual professional growth in early childhood education. Professional Achievement Recognition Levels 1-7 all require the applicant to develop a professional portfolio at renewal of current level or progression to a higher-level certificate.

Think of your portfolio as documentation of your own 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 in a clear way. (Priest, C., 2010. *The Benefits of Developing a Portfolio*. Young Children – NAEYC).

To Whom Do I Submit My Portfolio?

Once, the professional growth advisor has reviewed the portfolio, the applicant submits the completed portfolio to the Pacific Union Conference Office of Education, Early Childhood Division. This can be in hardcopy form or an electronic e-portfolio. ([Google Sites](#) can be used to create an e-portfolio.)

How Do I Organize a Portfolio?

1. Create a title page for your portfolio that displays your name, a title, contact information; including your name, address, phone number, and email address. You can add a few photos of you working with children in your classroom.
2. Create a table of contents page and then to highlight the other sections in your portfolio, create an individual title page that states the name of the section. You can include pictures of you working with the children, graphics or art work.
3. Credentials Section
 - a. Your resume
 - b. Letters of recommendation or references you have
 - c. Job description
4. Philosophy Statement
 - a. Some areas to consider as you prepare to write your philosophy statement. Your views on: ethical conduct, developmentally appropriate practice, values, theory, inclusion of children with special needs, diversity, guidance, child assessment and evaluation, and family support and involvement. (NAEYC) 500 words or less.
5. Classroom Experience Section (see [Portfolio Development Checklist](#))
 - a. Lesson plans
 - b. Children's work
 - c. Photos of you working on a specific project with the children
 - d. Videos of you teaching a specific lesson (this can be easily added to an e-portfolio or saved to a flash drive)
 - e. Classroom daily schedule
 - f. Family communication

For each artifact, include a written summary that includes information such as the date and location of the work, why you felt this lesson was important or what it aimed to teach, and the outcomes of the lessons. (1 to 2 paragraphs)

6. Professional Development Section (see [Portfolio Development Checklist](#))
 - a. Professional development plan
 - b. Records of workshops and other training
 - c. List of professional memberships
 - d. Certificates of achievement for professional development
7. Other items to keep in the portfolio but not on display (maybe keep in a closed pocket or envelope) or in e-portfolios state that these items will be shared upon request.
 - a. Transcripts
 - b. Medical documents
 - c. Criminal history check
 - d. Other employment items that may be required by licensing

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

of Young Children (<https://www.naeyc.org/>), and from the graduation requirements for Pacific Union College (<http://www.puc.edu/>) early childhood major.

1.7 General Eligibility Requirements

Social and Moral Fitness

Professional Achievement Recognition 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 at risk. Individuals who have received a criminal background check exemption from local authorities must submit a letter of explanation and all relevant documentation with the initial or renewal application. The PAR will be revoked or suspended for any reason that is cause for dismissal as provided for in the Pacific Union Conference Office of Education *ECE Policy Manual*.

Religion Requirements

By Level 6, the applicant must have completed 8 semester/12 quarter units in Religion. For levels 2-5 the minimum religion requirement is 1 CEU (see conversion chart page 37)

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

- Completing the Religion requirements for a 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
- 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 Levels of Certification](#) for a complete listing of requirements for each level of certification.

Scholarship

All college/university coursework must be completed at an accredited college/university and with passing grades. Grades below a C- are not acceptable.

1.8 Application Process

In order to receive the Professional Achievement Recognition, the ECE Division must receive:

1. A completed [Professional Achievement Recognition Application](#)
2. Official transcripts of all college/universities and graduate work completed, requested by the applicant and sent directly to the ECE Division from the college/university office of records
3. A resume of qualifications and experience in ECE where applicable

1.9 Renewal Process

At the time of renewal, the applicant will either apply for renewal at the same level of certification or renewal to the next level for which they qualify. (Refer to the [PAR Matrix](#).) In either instance, the following must be submitted to the ECE Division:

1. A completed [application](#), marked for renewal at the same level or the next level of qualification
2. Documentation of clock hours for professional development
3. Portfolio (electronic or hardcopy) (see [1.6; Checklist](#))
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

*Jesus looked at them and said, “With man
this is impossible, but not with God; **ALL**
things are **POSSIBLE with GOD.**”*

-Mark 10:27 (NIV)

PROFESSIONAL ACHIEVEMENT RECOGNITION MATRIX

2.1 Explanation

There are seven (7) levels within the Professional Achievement Recognition Matrix. Each level has defined educational requirements, experience requirements, renewal expectations, alternative qualifications and supervision authorizations. **To qualify for each level, the requirements from the previous level must be met.**

2.2 Levels of Certification

Professional Achievement Recognition, Level 1	
Educational Requirements	<ul style="list-style-type: none"> 6 semester/9 quarter units ECE/CD
Experience Requirements	<ul style="list-style-type: none"> None
Five-year Renewal Expectations	<ul style="list-style-type: none"> 105 clock hours or 6 semester/9 quarter units PD Portfolio development (see 1.6 and Checklist)
Alternative Qualifications	<ul style="list-style-type: none"> None
Supervision Authorizations	<ul style="list-style-type: none"> Assist in the instruction of children under the supervision of Level 2 teacher 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 core courses – Child Growth/Development; Child/Family/Community; Program/Curriculum Planning
Experience Requirements	<ul style="list-style-type: none"> 50 days of 3+ hours per day within 2 years
Five-year Renewal Expectations	<ul style="list-style-type: none"> 105 clock hours or 6 semester/9 quarter units PD Portfolio development (see 1.6; Checklist) Professional growth (see 1.3-1.5; PD in Appendix) Religion requirements (see 1.7)
Alternative Qualifications	<ul style="list-style-type: none"> Child Development Associate (CDA) Credential. For more information visit http://www.cdacouncil.org/.
Supervision Authorizations	<ul style="list-style-type: none"> Open/close center Provide instruction and 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 units ECE/CD, including core courses 16 GE units
Experience Requirements	<ul style="list-style-type: none"> 175 days of 3+ hours within four years (student labs qualify)
Five-year Renewal Expectations	<ul style="list-style-type: none"> 105 clock hours or 6 semester/9 quarter units PD Portfolio development (see 1.6; Checklist) Professional growth (see 1.3-1.5; PD in Appendix) Religion requirements (see 1.7)
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 ECE setting
Supervision Authorizations	<ul style="list-style-type: none"> Open/close center Provide instruction and supervise Level 1-2 teachers

Professional Achievement Recognition, Level 4 (must meet all qualifications for Level 3)	
Educational Requirements	<ul style="list-style-type: none"> • 24 semester/36 quarter units ECE/CD, including core courses • 16 GE units • 6 semester/9 quarter specialization units (I/T, Special Ed., A&S) • 2 semester/3 quarter units adult supervision
Experience Requirements	<ul style="list-style-type: none"> • 350 days of 3+ hours per day within four years (student labs qualify)
Five-year Renewal Expectations	<ul style="list-style-type: none"> • 105 clock hours or 6 semester/9 quarter units PD • Portfolio development (see 1.6; Checklist) • Professional growth (see 1.3-1.5; PD in Appendix) • Religion requirements (see 1.7)
Alternative Qualifications	<ul style="list-style-type: none"> • Bachelor degree or higher with 12 semester/18 quarter ECE/CD units • 3 semester/4.5 quarter units of supervised field experience in ECE setting
Supervision Authorizations	<ul style="list-style-type: none"> • Open/close center • Provide instruction and supervise Level 1-3 teachers • Serve as curriculum coordinator and staff development
Professional Achievement Recognition, Level 5 (must meet all qualifications for Level 4)	
Educational Requirements	<ul style="list-style-type: none"> • Associate degree (or 60 units) with 24 ECE/CD units, including core courses • 6 semester/9 quarter units administration • 2 semester/3 quarter units adult supervision
Experience Requirements	<ul style="list-style-type: none"> • 350 days of 3+ hours per day within four years • Documented leadership or supervisory experience
Five-year Renewal Expectations	<ul style="list-style-type: none"> • 105 clock hours or 6 semester/9 quarter units of PD • Portfolio development (see 1.6; Checklist) • Professional growth (see 1.3-1.5; PD in Appendix) • Religion requirements (see 1.7)
Alternative Qualifications	<ul style="list-style-type: none"> • Bachelor degree or higher with 12 semester/18 quarter units ECE/CD • 3 semester/4.5 quarter units of supervised field experience in ECE setting OR • Teaching/Administrative credential with 12 semester/18 quarter units ECE/CD • 3 semester/4.5 quarter units of supervised field experience in ECE setting
Supervision Authorizations	<ul style="list-style-type: none"> • Open/close center • Provide instruction and supervise Level 1-4 teachers • Supervise single site program • Serve as curriculum coordinator and staff development • Given personnel responsibilities

Professional Achievement Recognition, Level 6 (must meet all qualifications for Level 5)	
Educational Requirements	<ul style="list-style-type: none"> • Bachelor degree with 24 semester/36 quarter units ECE/CD, including core courses • 6 semester/9 quarter units administration • 8 semester/12 quarter units Religion (see 1.7) • 2 semester/3 quarter units adult supervision
Experience Requirements	<ul style="list-style-type: none"> • Level 6 status • One program year of Level 5 experience
Five-year Renewal Expectations	<ul style="list-style-type: none"> • 105 clock hours or 6 semester/9 quarter units PD • Portfolio development (see 1.6; Checklist) • Professional growth (see 1.3-1.5; PD in Appendix)
Alternative Qualifications	<ul style="list-style-type: none"> • Master's degree or higher in ECE/CD • 3 semester/4.5 quarter units of supervised field experience in ECE setting
Supervision Authorizations	<ul style="list-style-type: none"> • Open/close center • Provide instruction and supervise Level 1-5 teachers • Supervise single site program • Provide oversight for at least one other program • Serve as curriculum coordinator and staff development • Given personnel responsibilities • 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 degree with 24 semester/36 quarter hours ECE/CD, including core courses
Experience Requirements	<ul style="list-style-type: none"> • Level 7 status • One program year of Level 6 experience
Five-year Renewal Expectations	<ul style="list-style-type: none"> • 105 clock hours or 6 semester/9 quarter hours of PD • Portfolio development (see 1.6; Checklist) • Professional growth (see 1.3-1.5; PD in Appendix)
Alternative Qualifications	<ul style="list-style-type: none"> • Doctorate degree in ECE/CD • 3 semester/4.5 quarter units of supervised field experience in ECE setting
Supervision Authorizations	<ul style="list-style-type: none"> • Open/close center • Provide instruction and supervise Level 1-6 teachers • Supervise multiple site programs • Serve as curriculum coordinator and staff development • Given personnel responsibilities • Serve as local conference office of education ECE liaison • Serve as union coordinator for ECE

2.3 Portfolio Development Checklist

Portfolio Development Checklist	
	Official transcripts of all completed education; proof of degree, level of education
	Copy of individual educational philosophy statement
	Copy of job description, including roles, responsibilities, and required qualifications
	Evidence of knowledge pertaining to developmentally appropriate learning environments (indoor and outdoor), teaching practices, and behavior management
	Sample lesson plans
	Evidence of how children are introduced to Jesus Christ and ways faith is developed over time
	Examples of service opportunities and activities
	Samples of school-home connection materials, such as: newsletters, invitations, announcements, home visits, meetings, trainings, etc.
	Photographs of children involved in learning activities
	Samples of child assessment methods and procedures for developmental screening, both formal and informal
	Evidence of parent/teacher conferences
	Evidence of established community relationships and use of community resources, events, or activities
	Documented membership in an early childhood professional organization
	Documentation of current professional development plan
	Documentation of completed professional growth activities
	Documented leadership or supervisory experiences
	Summarized performance evaluations from clientele
	Summarized performance evaluations from administrator
	Documented committee involvement and work
	Other artifacts that demonstrate proficiency of acquired knowledge and skills

Each renewal will require current, updated documentation.

PROFESSIONAL ACHIEVEMENT RECOGNITION PROCEDURE

3.1 Application Review

The ECE Division will review the applications, other documentation, and portfolios submitted for a Professional Achievement Recognition certificate.

3.2 Date of Issuance and Expiration

The Professional Achievement Recognition is effective for five consecutive years beginning with the date on which the request, with official documents, is approved by the ECE Division. The certificate expires on August 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 Achievement Recognition Matrix. However, for applicant eligibility, all qualification requirements for each level must be met in full. Refer to the [Tracking Renewal Credits form](#).

3.3 Legal Name

Professional Achievement Recognition is an official document. Applicants must use their full legal name on all forms.

3.4 Permanent Records

All forms and transcripts submitted to the ECE Division for the purpose of obtaining a Professional Achievement Recognition become part of the applicant's file at the ECE Division. A copy of the applicant's file will remain at the ECE Division indefinitely.

3.5 Reinstatement of Expired, Suspended and/or Revoked Recognition

When the Professional Achievement Recognition has become expired, suspended or been revoked, reinstatement may be granted upon meeting the following criteria:

1. Complete the application process
2. Meet the general eligibility requirements
3. Submit all required documents and portfolio to the ECE Division
4. Provide a cover letter requesting to study and resolve any problems pertaining to the Professional Achievement Recognition requested by the applicant

*In the same way, let your light
SHINE before others, that they
may see your good deeds and
glorify your Father in heaven.*

-Matthew 5:16 (NIV)

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



APPLICATION FOR PROFESSIONAL ACHIEVEMENT RECOGNITION CERTIFICATE

Pacific Union Conference
Early Childhood Education
P.O. Box 5005
Westlake Village, CA 91359
Telephone: 805-413-7342 FAX: 805-413-7319

Submit this application to the Pacific Union Conference Early Childhood Education with the following documents:

- Official transcripts
- Resume
- Documented professional growth activities (for renewal/advancement to next level)

Legal Name: _____

E-mail: _____ Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

I am applying for the following certificate: (see PAR Matrix for level requirements)

<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4
<input type="checkbox"/> Renewal	<input type="checkbox"/> Renewal	<input type="checkbox"/> Renewal	<input type="checkbox"/> Renewal
<input type="checkbox"/> Level 5	<input type="checkbox"/> Level 6	<input type="checkbox"/> Level 7	
<input type="checkbox"/> Renewal	<input type="checkbox"/> Renewal	<input type="checkbox"/> Renewal	

How many years of experience in early childhood education? _____

SDA 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 Pacific Union Conference Early Childhood Education *Policy Manual*.

Signature: _____ Date: _____

Criminal Clearance Number: _____

PROFESSIONAL GROWTH ACTIVITY VERIFICATION

For the **renewal** of a Professional Achievement Recognition Level Certificate

Activity: _____

Description:

Date of Activity: _____ Hours of Activity: _____

Activity Leader/Presenter or Professional Growth Advisor:

_____	_____	_____
Name (print or type)	Signature	Date

PAR Level 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 their professional growth development in the ECE field and has met the requirements for the Professional Achievement Recognition certificate for level _____.

I verify that I, _____, meet the Professional Growth Advisor qualification in this area:

- ☐ A Level 5 Professional Achievement Recognition Certificate with three years of teaching experience in an SDA early childhood program.
- ☐ An Elementary Teaching Credential with: at least 12 semester units of child development or early childhood education course work and at least 2 years of experience in an SDA early childhood education program in the Pacific Union Conference.
- ☐ A Multiple Subject Teaching Credential with an emphasis in Early Childhood Education with at least two years of experience in an SDA early childhood education program in the Pacific Union Conference.
- ☐ A master's degree or above in early childhood education or child development and at least 2 years of experience in an SDA early childhood education program in the Pacific Union Conference.
- ☐ At least five years of current experience as a director of an SDA early childhood program in the Pacific Union Conference.

Sincerely,

Name of School/ECE Program/Conference

Tracking Renewal Credits

Name: _____

ECE Program: _____

PG Advisor: _____

Professional Growth Activities (with documentation)	Date of Activities	Hours Completed
Total Hours Completed		

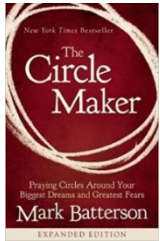
Signature of Professional Growth Advisor_____
Signature of Certificate Holder

ECE PROFESSIONAL GROWTH BOOK LIST

The Pacific Union Conference Office of Education, Early Childhood Education, has put together a list of Professional Growth Books to go along with the requirements for the ECE Professional Achievement Recognition 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 0.1 CEU per 50 pages. It is recommended at least two books from Group A, and at least 2 additional books from Group B or C should be read. 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 the PUC Office of Education ECE Division.**

GROUP A – DEVOTIONAL, SPIRITUAL GROWTH AND SDA CHURCH HISTORY

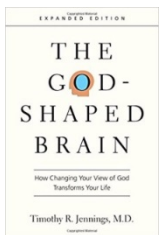


The Circle Maker: Praying Circles Around Your Biggest Dreams and Greatest Fears, by Mike Batterson, Zondervan, 2011, 219 pages.

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.

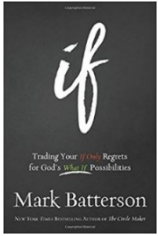
What impossibly big dream is God calling you to draw a prayer circle around? Sharing inspiring stories from his own experiences as a circle maker, Mark Batterson will help you uncover your heart's deepest desires and God-given dreams and unleash them through the kind of audacious prayer that God delights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

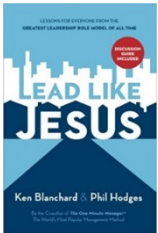
What you believe about God actually changes your brain. Brain research in neuroscience has found that our thoughts and beliefs affect our physical, mental, and spiritual health. Mind and body are interrelated, and we are designed for healthy relationships of love and trust. When we understand God as 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 edition now includes a study guide for individual reflection or group discussion, with questions for learning from Scripture, science and nature, and experience.

Professional Achievement Recognition



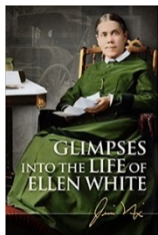
If: Trading Your If Only Regrets for God's What If Possibilities, by Mark Batterson, Baker Books, 2015, 293 pages.

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!



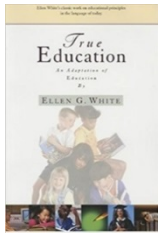
Lead Like Jesus, by Ken Blanchard and Phil Hodges, Thomas Nelson Publishing, 2008, 272 pages.

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.



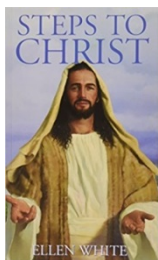
Glimpses into the Life of Ellen White, by Jim Nix, 2016, Review and Herald Publishing Association, 95 pages.

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.

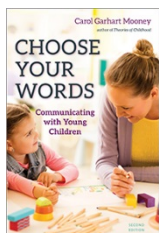
The title of this book tells its mission. It points to Jesus as the only one who is able to meet the needs of the soul, and directs the feet of the doubting and the halting to "the pathway of peace." It leads the seeker after righteousness and wholeness of character, step by step, along the way of the 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



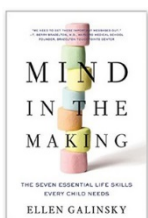
Lisa Murphy on Play: The Foundation of Children's Learning, by Lisa Murphy, Red Leaf Press, 2016, 195 pages.

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.



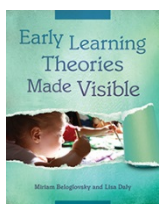
Choose Your Words: Communicating with Young Children, by Carol Garhart Mooney, Red Leaf Press, 2018, 136 pages.

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.



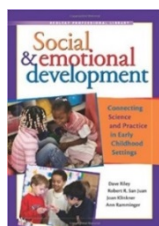
Mind in the Making: The Seven Essential Life Skills Every Child Needs, by Ellen Galinsky, Harper Studio, 2010, 400 pages.

These seven skills help children reach their full potential and unleash their passion for learning. Use these everyday, 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.



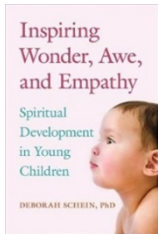
Early Learning Theories Made Visible, by Miriam Beloglovsky, Lisa Daly, Redleaf Press, 2015, 220 pages.

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.



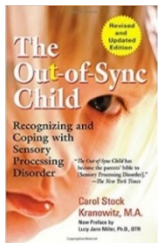
Social & Emotional Development: Connecting Science and Practice in Early Childhood Settings, by Dave Riley, Robert San Juan, Joan Klinkner, Ann Ramminger, Redleaf Press, 2007, 144 pages.

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.



Inspiring Wonder, Awe, and Empathy: Spiritual Development in Young Children, by Deborah Schein, RedLeaf Press, 2017, 156 pages.

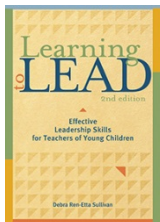
Inspiring Wonder, Awe, and Empathy offers a series of thoughtful practices for child care providers to nurture a child's spiritual development—an extension of social-emotional learning. The book helps educators introduce young children to a system that begins with love and leads to a strong sense of self, ignites wonder and learning, and allows for the emergence of empathy that leads to personal wholeness. You can provide support and strengthen children's self-awareness through deep connections, increased social awareness, and pro-social behaviors, such as kindness, caring, empathy, and reverence. Spiritual development moments help children to grow, explore, play, and ask big questions.



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

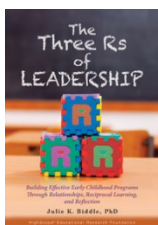
Sensory Processing Disorder--a common but frequently misdiagnosed problem in which the central nervous system misinterprets messages from the senses. The Out-of-Sync Child offers comprehensive, clear information for parents and professionals--and a drug-free treatment approach for children. This revised 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



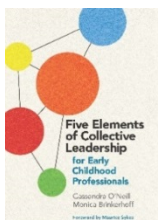
Learning to Lead, 2nd Edition: Effective Leadership Skills for Teachers of Young Children, by Debra Ren-ETTA Sullivan EdD, Redleaf Press, 2010, 160 pages.

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 child care and education, and how to facilitate it in others.



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

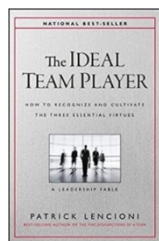
Looking at leadership within the field of early childhood education as a broad concept that is separated from specific individuals, roles, and responsibilities. From this perspective, leadership is a quality within the organization. Challenging the typical management-orientated view of leadership, which 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.

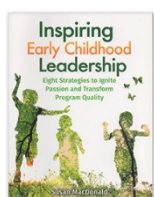
Collective leadership is a new system of leadership based on shared decision-making, transparency, and involving the people affected by change in the process. It's a model in which everyone at times can lead, and at other times follow. Current research shows that a collective

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.

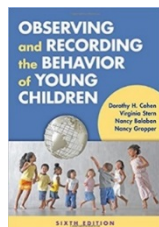
A positive, strengths-based leadership system is the key to transforming the quality of early childhood programs. *Inspiring Early Childhood Leadership* lays out strategies designed to support program leaders in finding new ways to reduce the levels of stress on themselves and their staff, and move into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



Early Childhood Education Professional Growth Reading Credit

To receive credit for professional growth reading from the [ECE 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.

Applicant's Full Legal Name _____

Address _____

City _____ State _____ Zip _____

Early Childhood Program _____

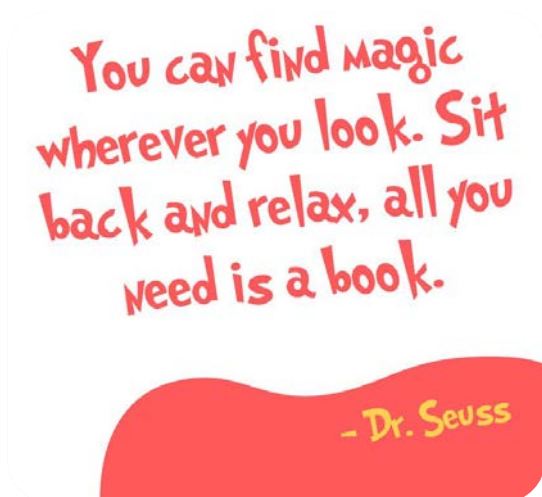
Book reading requirements:

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 ECE 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	1.5
Spirit of Prophecy	2
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, CONTACT HOURS CONVERSION CHART			
Semester	Quarter	CEUs	Contact 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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