

# Why Continuing Education Is Important

Continuing education helps early childhood educators improve their skills, grow their expertise, and ensures that they stay informed about the ongoing changes in the early childhood field. A professional development training plan can help them to achieve professional goals and meet the required annual training hours (clock hours). A professional development training plan holds both the supervisor and staff accountable, and supports a cyclical process of continuous quality improvement for the early childhood educator.

- Create a plan
- Attend trainings
- Receive training certification and log training
- Review/reflect on training plan

## What to Include in a Professional Development Training Plan

A professional development training plan should include the following:

- The total number of minimum annual clock hours of child care–related training to be obtained and any specific annual training topics or number of hours in a specific topic (such as SIDS, Abuse/Neglect)
- The personalized professional development goals that are specific to the age of the children in the staff member’s care
- A plan or action steps to support the staff member in achieving their professional development goals, which include the following:
  - Training topics (aligned to [Core Competencies](#))
  - The total number of hours within that topic to be obtained within a set time frame (For example, obtain 6 total hours of training in child growth and development by September 2024.)
- An acknowledgement and agreement of the plan (including the staff member’s signature and date with their supervisor’s signature)

## What are Training Logs?

Training logs are not professional development training plans. A log is a list of the trainings a staff member has completed. The log must include the name of the training and trainer, number of hours obtained, date taken, and alignment to a Core Competency.

Training logs may be attached to the staff member's professional development training plan as an additional resource to demonstrate alignment to the plan.

Note: A staff member's [TECPDS Professional Development Profile](#) report may also be used as a training log.

## Annual Training Requirements

Each staff member is required to obtain a prescribed minimum number of total training hours (clock hours) each year. Within these hours, the staff member may be required to obtain a prescribed number of clock hours in specific topics. Staff members may obtain more than the minimum hours noted, and those hours should be in a variety of topic areas that align with the ages of the children they serve (per their professional development plan).

Below is a reference chart of the total number of training/clock hours required for each applicable staff member at the specific facility type (centers, homes, and school-age only programs). This chart includes the minimum number of total hours that must be instructor-led, that is, when an instructor facilitates a training to a group of learners or an individual. The trainings may be conducted in-person or online (as long as the learners have real-time access to the instructor to receive feedback and discuss course material).

Type of Staff	Child Care Centers	Registered and Licensed Child Care Homes	School-Age Only Programs
<b>Directors</b>	36 clock hours of training, including a minimum of 6 hours in program administration, management, and supervision. A minimum of 15 hours of the 36 hours must be instructor-led training.	36 clock hours of training, including a minimum of 12 clock hours of instructor-led training.	24 clock hours of training, including a minimum of 6 hours in program administration, management, and supervision. A minimum of 10 hours of the 24 hours must be instructor-led training.
<b>Staff</b>	30 clock hours of training, including 12 hours of instructor-led training.	<p><b>Primary Staff:</b> 36 clock hours of training, including 12 hours of instructor-led training.</p> <p><b>Additional Staff:</b> 30 clock hours of training, including 12 hours of instructor-led training.</p>	<p><b>Full Time Staff:</b> 20 clock hours of training, including 12 hours of school-age development and curriculum. A minimum of 8 hours of the 20 hours must be instructor led training.</p> <p><b>Part Time Staff:</b> 15 clock hours of training including 10 hours of school-age development and curriculum. A minimum of 8 hours of the 20 hours must be instructor led training.</p>

Free Online Trainings

- [CLI Engage](#)
- [Texas A&M AgriLife Extension](#)

## Staff Qualifications

Texas Rising Star does not require all teaching staff to have achieved a specific level of higher education; however, it considers the qualifications the child care program staff members have and awards points based on the percentage of total staff members that meet one of the numerous qualifiers.

Qualifiers for **center-based programs** include the following:

- Have achieved a current CDA or CCP credential
- Have a MACTE-approved Montessori Teaching Credential or completed the Texas School Ready Program
- Have successfully completed 12 college credit hours in child development, early childhood education (ECE), or a related field with two years of full-time/four years of part-time, paid experience as a teacher working with children in a licensed or registered child care facility
- Have 2 years of full-time/4 years of part-time paid experience working with children as a teacher in a licensed or registered child care facility while presently working toward a CDA, MACTE-approved Montessori Teaching Credential, or a CCP credential.
- Have successfully completed 150 training clock hours within the last five years in child development, early childhood education, or a related field with two years of full-time/four years of part-time paid experience as a teacher working with children in a licensed or registered child care facility
- Have an associate or bachelor's degree in child development or a related field or have a degree in a non-related field in combination with a current state teaching credential
- Have 10 years of full-time, paid experience as a teacher in a Texas Rising Star–certified program or Texas Workforce Commission (TWC)–recognized nationally accredited center

Qualifiers for **school-age only programs** differ slightly from the center-based qualifiers and include the following:

- Have achieved a current CDA, MACTE-approved Montessori Teaching Credential, or CCP credential
- Be presently working toward a CDA or CCP and have two years of full-time/four years of part-time paid experience in a school-age program or working with children in a licensed child care program.
- Have successfully completed 12 college credit hours in child development, ECE, or a related field at an accredited university and have two years of full time/four years of part-time paid experience in a school-age program or working with children in a licensed child care program

- Have successfully completed 100 training clock hours within the last five years in child development, early childhood education, or a related field with two years of full-time/four years of part-time, paid experience in a school-age program or as a teacher working with children in a licensed or registered child care facility
- Have an associate or bachelor's degree in child development or a related field or have a degree in a non-related field in combination with a current state teaching credential
- Have 10 years of full-time, paid experience as a teacher in a Texas Rising Star-certified program or TWC-recognized nationally accredited center

For more information about education qualifiers, definitions of related fields and coursework, as well as documentation of evidence that can support scoring these measures within Texas Rising Star, review the last few pages of the Facility Assessment Record Form.