

Time Line for Meeting Teacher Qualifications, 2006-2020 (Criterion 6.A.05)

	1 Group, 1 Teacher	2 Groups, 2 Teachers	3 Groups, 3 Teachers	4 or More Teachers
2006-2009	<ul style="list-style-type: none"> • Teacher has a minimum of a Child Development Associate (CDA) credential or equivalenta • The teacher has or is working toward an associate'sb or baccalaureatec degree or equivalent (annual reports must show continuous progress) 	<ul style="list-style-type: none"> • Both teachers have a minimum of a CDA credential or equivalenta • Both teachers have or are working toward an associate'sb or baccalaureatec degree or equivalent (annual reports must show continuous progress) 	<ul style="list-style-type: none"> • All teachers have a minimum of the CDA credential or equivalenta • At least one teacher has an associate'sb or baccalaureatec degree or equivalent • All teachers have or are working on an associate'sb or baccalaureatec degree or equivalent (annual reports must show continuous progress) 	<ul style="list-style-type: none"> • All teachers have a minimum of a CDA or equivalenta • At least 25 percent of teachers have an associate'sb or baccalaureatec degree or equivalent • All teachers have or are working on an associate'sb or baccalaureatec degree or equivalent (annual reports must show continuous improvement)
2010-2014	<ul style="list-style-type: none"> • Teacher must have a minimum of an associate's degreeb or equivalent 	<ul style="list-style-type: none"> • Both teachers have a minimum of an associate's degreeb or equivalent • At least one of the two teachers is enrolled in a baccalaureate degreec program or equivalent (annual reports must show continuous progress) 	<ul style="list-style-type: none"> • All three teachers must have a minimum of an associate's degreeb or equivalent • At least one of the three teachers must be enrolled in a baccalaureate degreec program or equivalent (annual reports must show continuous improvement) 	<ul style="list-style-type: none"> • All teachers have a minimum of a CDA or equivalenta • At least 50 percent of teachers have a minimum of an associate's degreeb or equivalent • At least 25 percent of teachers have a minimum of a baccalaureate degreec or equivalent • All must have or be enrolled in an associate'sb or baccalaureatec degree program (annual reports must show continuous progress)
2015-2019	<ul style="list-style-type: none"> • The teacher must have a minimum of an associate's degreeb or equivalent • The teacher must be working toward a baccalaureate degreec or equivalent (annual reports must show continuous progress) 	<ul style="list-style-type: none"> • At least one teacher must have a minimum of an associate's degreeb or equivalent • At least one teacher must have a minimum of a baccalaureate degreec or equivalent 	<ul style="list-style-type: none"> • All teachers must have a minimum of an associate's degreeb or equivalent • At least one of three teachers must have a minimum of a baccalaureate degreec or equivalent 	<ul style="list-style-type: none"> • All teachers have a minimum of an associate'sb degree • At least 50 percent of teachers have a minimum of a baccalaureate degreec or equivalent
2020	<ul style="list-style-type: none"> • The teacher must have a minimum of an associate's degreeb or equivalent and be enrolled in a baccalaureate degreec program <i>(By the next NAEYC Accreditation cycle, the teacher must have a minimum of a baccalaureate degreec or the equivalent.)</i> 	<ul style="list-style-type: none"> • At least one teacher must have a minimum of a baccalaureate degreec or equivalent • The second teacher must have a minimum of an associate's degreeb or equivalent and be working toward a baccalaureate degreec (annual reports must show continuous progress) 	<ul style="list-style-type: none"> • At least two teachers have a baccalaureate degreec or equivalent • The third teacher must have a minimum of an associate's degreeb or equivalent 	<ul style="list-style-type: none"> • All teachers have a minimum of an associate's degreeb or equivalent • At least 75 percent of teachers have a minimum of a baccalaureate degreec or equivalent



Note: This table relates to Criterion 6.A.05, which is always assessed during a site visit but is not a required criterion. To become accredited, programs must meet all eligibility and Candidacy Requirements, all required criteria, and at least 80% of the criteria on which the program is assessed, within each of the 10 program standards, with no single classroom falling below 70% across all standards.

a, b, c See *Definition of Equivalencies*

Definition of Equivalencies

Expected Credential/Degree	Equivalency
a Child Development Associate credential awarded by the Council for Professional Recognition	A minimum of 12 college credits (semester hours) in early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development
b Associate’s degree in child development–early childhood education	60 college credits, with 30 college credits (semester hours) in child development– early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience
c Baccalaureate degree in early childhood education, child development, elementary education, or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development	A baccalaureate degree in any discipline, with a minimum of 36 college credits (semester hours) in early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience